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PREFACE

Welcome to the Conflict Resolution Institute Annals!

The Year 2020 marked a period of massive societal shift and transitions. Some shifts were initiated by the pandemic; other natural transitions were further catalyzed and accelerated. The Conflict Resolution Institute and its component parts – the Academic Program and the Center for Conflict Engagement (early on called the Center for Research & Practice) – also transitioned during this period, and many of its activities have been subsumed into new forms (more is posted at www.du.edu/conflict-resolution).

These Annals attempts to capture and recognize the many people, projects, events, and achievements of the Conflict Resolution Institute for the period 2004-2020. It also reflects the community we created, and the relationships that continue to sustain and grow these efforts across time and space. These Annals draw on the concurrent scribing of these lives and achievements done by our competent and creative CRI newsletter staff, which over the years included many conflict resolution MA students and several hard-working administrative staff members. For their work over these many years, I am very grateful.

Readers of these Annals will see old colleagues, relive conferences and events, and reminisce about past achievements. Join us here for a celebration of 15+ years of cross-boundary learning and collaboration to explore conflict's theoretical roots and to craft peaceful solutions.

With humble thanks,

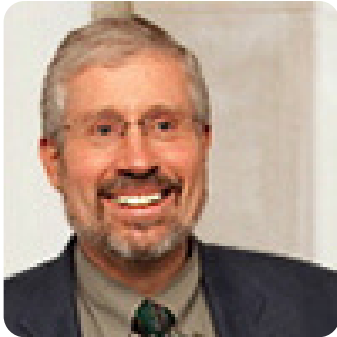
Tamra Pearson d'Estree

Conflict Resolution Institute Director

CULTIVATING THE CRI COMMUNITY



CORE APPOINTED FACULTY



**Douglas
Allen**

Business



**Mary Jane
Collier**

Communication
Studies



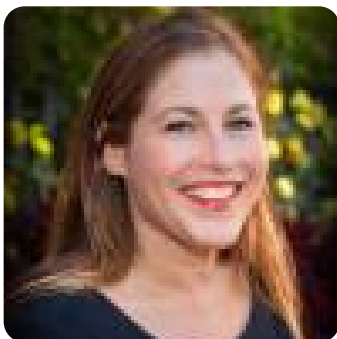
**Edward
Antonio**

Theology



**Roberto
Corrada**

Law



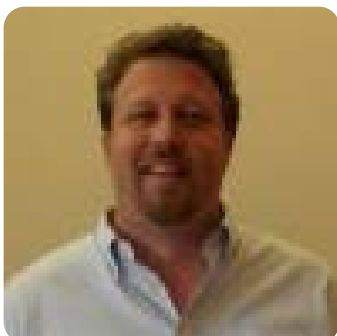
**Yolanda
Anyon**

Social Work



**Tamra
Pearson
d'Estrée**

International
Studies



**Kevin
Archer**

International
Studies



**Edward
Daur**

Law

CORE APPOINTED FACULTY



**Fran
Dickson**

Communication
Studies



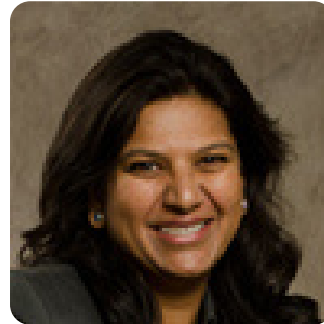
**Alan
Gilbert**

International
Studies



**Karen A.
Feste**

International
Studies



**Rashmi
Goel**

Law



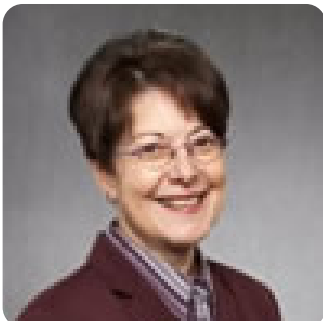
**Judith E.
Fox**

Professional
Psychology



**Larry Kent
Graham**

Theology



**Cynthia
Fukami**

Business



**Jeffrey
Hartje**

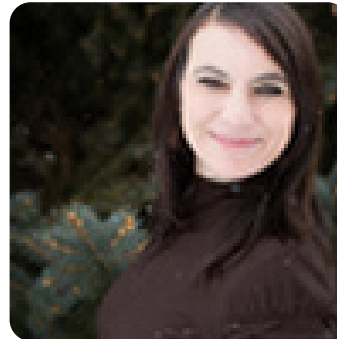
Law

CORE APPOINTED FACULTY



**Darren
Hicks**

Communication
Studies



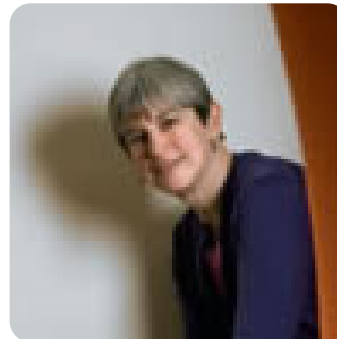
**Gwen Vogel
Mitchell**

Professional
Psychology



**John (Jack)
Jones**

Social Work



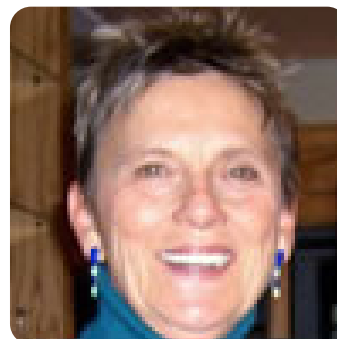
**Nicole
Nicotera**

Social Work



**Amy
Kelsall**

University College



**Ruth
Parsons**

Social Work



**CJ
Larkin**

Law



**Denise
Pearson**

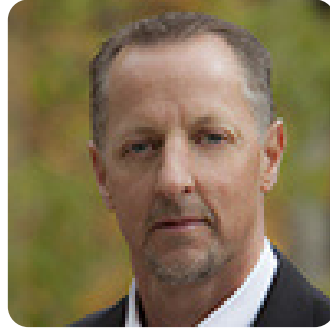
University College

CORE APPOINTED FACULTY



**Greg
Robbins**

Religious Studies



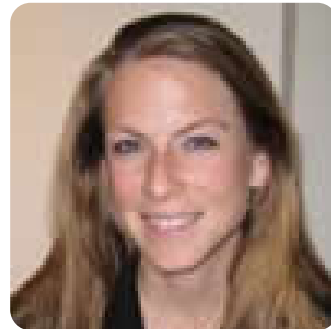
**Timothy D.
Sisk**

International
Studies



**Maggie
Red**

University College



**Andrea
Stanton**

Religious
Studies



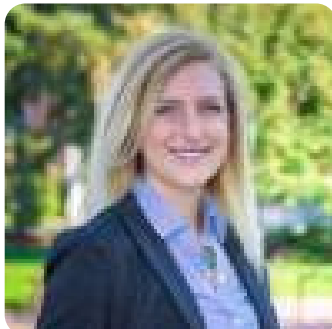
**Janet
Shriberg**

Professional
Psychology



**David
Trickett**

Theology



**Shannon
Silva**

Social Work



**Eugene
Wall**

Social Work

CORE APPOINTED FACULTY



**Joan
Winn**

Business



**Roy
Wood**

Communication

Studies

ADDITIONAL TEACHING FACULTY



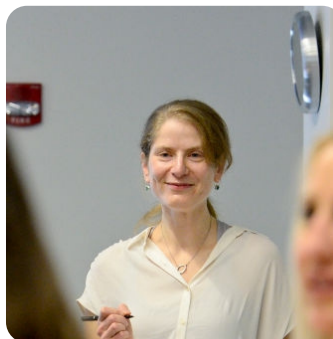
**Heidi
Burgess**



**Mike
Hughes**



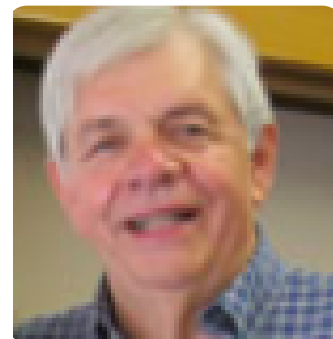
**Martín
Carcasson**



**Laura
Kaplan**



**Suzanne
Ghais**



**Robert
Melvin**



**Fonda
Hamilton**



**Cynthia
Savage**

APPOINTED STAFF



Millie Van Wyke

Assistant to the MA Director (1998-2005)



Therese Thompson

Assistant to the Center Director
(2003- 2007)



Kay Denler

Assistant to the MA Director (2005-2008)



JoAnne Smith

Assistant to the MA Director
(2008-2009)



Autumn Gorman

Assistant to the Center Director
(2008-2011)

APPOINTED STAFF



Tanisha White-Phan Dembicki

Assistant to the Center Director (2012-2015)



Heidi Resetaritas

Assistant to the Center Director
(2015-2016)



Erin Dyer Saxon

Interim Assistant to the Center Director (2015-2016)



Kristen Noble

Center Program Director
(2017-2020)

ADVISORY BOARD MEMBERS



Carol Alm

Bernard Mayer

Patricia J. Cooper

David Price

Myra Isenhardt

Cynthia Savage

John Paul Lederach

James K. Tarpey

James M. Lyons

Patricia Whitehouse

Christopher Moore

VISITING SCHOLARS

CATHERINE ALI

2007



In 2007, Catherine Ali came to the Conflict Resolution Institute as a Visiting Scholar from the University of the West Indies. During her time at the Conflict Resolution Institute, Catherine Ali studied the practice of Restorative Justice and furthered her own research on empowerment and negotiation. In her time at DU, she gave a lecture on the findings from her research concerning empowering and disempowering factors and their roles within the mediation process.

At the time of her visit, Catherine Ali was serving as a member of the mediation team on the Cabinet-appointed Trinidad and Tobago Crime and Justice Commission. Prior to this position, she was a lecturer at the University of the West Indies.

ANDRÉS ÁLVAREZ CASTAÑEDA

2011

During the Fall Quarter of 2011, the Conflict Resolution Institute hosted Andrés Álvarez Castañeda as a Visiting Fulbright Fellow, where he presented a public lecture on the topic of Conflict Early Warning Systems (CEWS) to members of the DU community. Mr. Álvarez Castañeda's article, "Conflict Early Warning Systems: The Guatemalan Experience," was published in the Conflict Resolution Institute's Working Paper #7 in 2012.

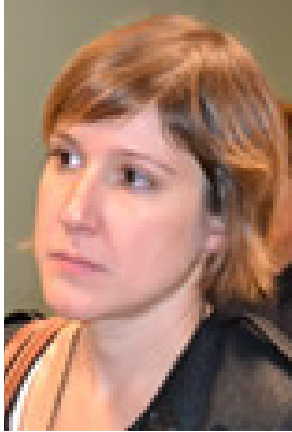
Mr. Álvarez Castañeda has experience working in academic, governmental and non-governmental environments. His research primarily concerns the topics of Conflict Early Warning, Social and Political Conflict Prevention, Security Sector Reforms, Human Security, Peace Education, and Futures Studies. Andrés Álvarez Castañeda has a Licentiate in Anthropology (UVG) and Master's degrees in Sociology, Facultad Latinoamericana de Ciencias Sociales (FLACSO), and Conflict Resolution, University of Bradford, United Kingdom. At the time of his visit, he was working towards a Ph.D. in Sociology and Political Science at the Pontifical University of Salamanca, Madrid Campus.



VISITING SCHOLARS

ESRA ÇUHADAR-GÜRKAYNAK

2012



Esra Çuhadar-Gürkaynak, Assistant Professor at the Department of Political Science in Bilkent University, Ankara Turkey, visited DU in May 2012 while a visiting Fulbright Fellow at Tufts. She gave talks and assisted with the international practicum. Before joining Bilkent University, she worked as an Assistant Prof. in the Conflict Analysis and Resolution Program of Sabancı University, Istanbul, Turkey. Prof. Çuhadar-Gürkaynak received a Ph.D. and M.A in International Relations with an advanced graduate certificate in Applied Conflict Resolution from Syracuse University. Her award winning dissertation titled "Evaluating Track Two Diplomacy in Pre-Negotiation" focused on the Israeli-Palestinian negotiations and peacemaking initiatives.

She has also published on Greek-Turkish peace initiatives and issues pertaining to the role of third parties in the Cyprus conflict. Besides her research on various third party roles and techniques in conflicts, Prof. Çuhadar-Gürkaynak has also conducted conflict resolution, negotiation, and mediation trainings for various groups, and worked with conflict resolution NGOs such as Search for Common Ground and Umut Foundation.

ESRA DILEK

2016-2017

Esra Dilek was a Visiting PhD Fellow at the Conflict Resolution Institute for the period of April 2016-March 2017 and a PhD Candidate at the Department of Political Science at Bilkent University, Ankara, Turkey. Her work focuses on the diffusion of international peacebuilding norms and hybridization at the local level in peace processes. In Spring Quarter of 2016 she gave a CRI/Sie Center talk titled "Norm Diffusion in Conflict Resolution Processes: Exploring How Local and International Norms Hybridize" where she presented the theoretical framework of her ongoing research. While in residence she worked on her doctoral dissertation on the diffusion of international peacebuilding norms and hybridization in the peace process in Turkey (2013-2015), and assisted with the international practicum.



VISITING SCHOLARS

JAYNE SEMINARE DOCHERTY

2006



In the fall of 2006, Jayne Seminare Docherty visited the Conflict Resolution Institute to present her new study, *The Global War on Terrorism: Learning Lessons from Waco*, to a mixture of students, faculty, and local conflict resolution practitioners.

At the time of her visit, Jayne Seminare Docherty was an Associate Professor of Conflict Studies in the Center for Justice and Peacebuilding at Eastern Mennonite University. She is the author of *Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table* (Syracuse University Press, 2001).

SCOTT FEINSTEIN

2016-2017

Scott Feinstein visited the Conflict Resolution Institute as a Postdoctoral Fellow with a specialization in Eurasian studies and mass identity. Before coming to CRI, he received his PhD in political science from the University of Florida and MA in politics from New York University. He spent extensive time conducting research and teaching in the Russian Federation, Ukraine and the Republic of Moldova.

At the Conflict Resolution Institute he was working on turning his dissertation project – Ethnic War and Peace in Eurasia – into a book manuscript that examined the recent return to violence in Eurasia. In particular, his book examines why some Soviet successor states experienced secessionist violence after the collapse of the Soviet Union while others remained peaceful or encountered only minor violence. Leveraging primary sources, Dr. Feinstein argues that ethnic politics is more than a single group's dynamics but that the configuration of dynamics between dominant and minority groups explains whether there is mobilization and the form it takes.



VISITING SCHOLARS

RONALD FISHER

2007



Ronald Fisher visited the Conflict Resolution Institute in 2007. While at the Conflict Resolution Institute for several months, Dr. Fisher contributed in numerous ways, including conducting a three-day workshop for current students on Interactive Conflict Resolution. He helped to convene a CRI symposium on the conflict in Cyprus, which also included his participation in a public panel discussion. He subsequently returned to CRI several times for shorter visits over the years, contributing workshops and lectures.

Dr. Fisher was the Founding Coordinator of the Applied Social Psychology Graduate Program at the University of Saskatchewan, Canada, and has taught Conflict Resolution in a number of universities. One focus of Dr. Fisher's research and work is on the topic of violent ethno-political conflict, including the conflict in Cyprus. Fisher's publications include: *Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking* (Lexington Books, 2005), *Interactive Conflict Resolution* (Syracuse University Press, 1997), and *The Social Psychology of Intergroup and International Conflict Resolution* (Springer-Verlag, 1990).

TAL LITVAK-HIRSCH

2005

Tal Litvak-Hirsch was a visiting scholar to the Conflict Resolution Institute during the Fall Quarter of 2005. While at the Conflict Resolution Institute, Tal Litvak-Hirsch delivered a public talk entitled, "Palestinians and Israelis are Listening to Each Other: Creating Dialogue in a Conflict Context." In her public talk she presented new models of encounter groups in the "life story-telling" method. She also conducted a workshop on quantitative research methods.

Litvak-Hirsch's research examines changes in the construction of the Israeli collective identity based upon the inclusion or exclusion of certain "others". She is credited with developing a new diagnostic tool that may enhance levels of understanding between all parties in the Israeli-Palestinian peace process.



VISITING SCHOLARS

KARENE-ANNE NATHANIEL-DECAIRES

2007



During Karene-Anne Nathaniel-deCaires' time at the Conflict Resolution Institute, she explored the process of engaging adult learners in the structure of Conflict Resolution (CR) education in a University setting and strengthened her practical knowledge of CR and Alternative Dispute Resolution. Karene-Anne Nathaniel-deCaires presented a lecture on her unique Trinidadian culture handles conflict resolution to the DU community.

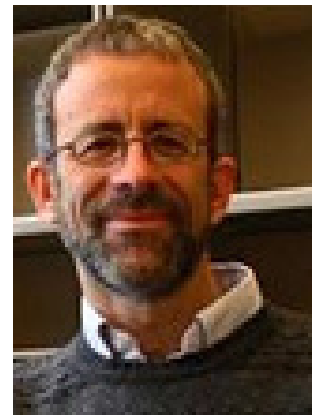
Karene-Anne Nathaniel-deCaires is a lecturer at the University of the West Indies (UWI) Social Work Unit.

JAY ROTHMAN

2005

Jay Rothman was the first visiting scholar at the Conflict Resolution Institute in March 2005. He conducted a three-day workshop for current M.A. students entitled "Methods of Community Conflict Resolution." He also gave a public talk on the ARIA-C3 method of conflict resolution and its application in the Cincinnati Police-Community Relations Collaborative and presented his current research to the Conflict Resolution faculty.

Jay Rothman is President of the Ohio-based ARIA Group, Inc, a Conflict Resolution training and consulting company, and is the Director of the Action Evaluation Research Institute. Rothman's publications include *Resolving Identity-Based Conflict in Nations, Organizations and Communities* (Jossey-Bass, 1997), as well as over two dozen articles on identity-based conflict, conflict resolution, and evaluation. He has been a consultant, led workshops and conducted interventions in more than dozen countries including South Africa, Israel and Palestine, Northern Ireland, and Sri Lanka



VISITING SCHOLARS

CYNTHIA SAVAGE

2009



Cynthia Savage spent the Spring Quarter of 2009 at the Conflict Resolution Institute as a Practitioner-in-Residence. During her time at the Conflict Resolution Institute, Cynthia Savage developed the framework for the Practicum aspect of the Master's degree program. Aside from contributing to the Practicum, Cynthia Savage gave a public talk at DU entitled "Nurturing Quality in Mediation Programs: Challenges and Opportunities."

Cynthia Savage acts as a consultant on projects involving ADR (Alternative Dispute Resolution) for the National Center for State Courts. She also acted as an Adjunct Professor at the Conflict Resolution Institute where she taught Mediation Theory and co-supervised the Mediation Practicum in subsequent years. Prior to her visit, she was the Director of the Colorado Judicial Branch Office of Dispute Resolution for 12 years (1996-2008).

NEWSLETTERS



CONFLICT RESOLUTION INSTITUTE NEWSLETTER

A Publication of the Conflict Resolution Institute, University of Denver, Denver, Colorado 80208 • (303) 871-7685 and (303) 871-6477

June 2005 • Volume 1 • Number 1

INSTITUTE STATUS ACHIEVED

Fall 2004 marked the University's and the Provost's official conveyance of institute status on Conflict Resolution. Begun as an interdisciplinary graduate degree program in 1998, Conflict Resolution has grown to count 74 students and many successes. The addition of the Luce professorship in 2002 further expanded initiatives in research and in community partnerships (see more Institute history on p. 3). However, administrative components remained spread across several academic units. In AY 2003-2004, Conflict Resolution faculty appointed a committee to draft an Institute proposal to submit to DU's higher administration. This committee, chaired by Jack Jones, included Roy Wood, Karen Feste, and Tamra Pearson d'Estrée. The proposal for institute status was approved in August 2004. Institute status brings both new responsibilities and new autonomy important for continued expansion.



Current Conflict Resolution MA students celebrate at the Institute's inaugural gala (see story pp. 2-3). Back row from left, Brian Beck, Carole Fotino, Jennifer Hennessy, Jason Gladfelter, Christy Carmany, Donna Calabrese, Micki O'Flynn-Hall, Laurie Jo Jones, Maggie Helseth. Front row from left, Katie Arnst, Pearl Bell, Hanh Do.

Directors' Message:



Left: Karen Feste, Director Graduate Program
Right: Tamra Pearson d'Estrée, Director Center
for Research and Practice

The status of Conflict Resolution at the University of Denver is moving upward. From a modest beginning in 1998, we have become an independent Institute on campus and positioned to become a premier national center for teaching, research, and community relations. Seventy-four students have enrolled in our MA program. Graduates are employed in a wide range of fields, highlighting the need for conflict resolution expertise. Our goal—to establish an intellectually rich environment for exploring central issues to help understand and explain mechanisms of conflict de-escalation, peaceful solutions, and reconciliation between parties—derives from a mission to encourage commitment to a harmonious world by exploring the deeper struggles that traditionally separate people and developing ideas to build an overall organic relationship.

In these times of social turmoil, whether in the family, at school or the workplace, in politics and international relations, the importance of conflict resolution cannot be overstated. Peace in the 21st century depends on our efforts to enhance the visibility, awareness and development of Conflict Resolution in the community and across the globe. We invite you to join us in this endeavor.

INSTITUTE MARKS INAUGURATION WITH GALA



Former Provost, William Zaranka, inaugurates the new Institute.

The Conflict Resolution Institute (CRI) celebrated its inauguration on April 2 with a Gala in the Ritchie Center Gottesfeld Room on the university campus. The sold-out event welcomed alumnae and community supporters, and hosted current MA students. The evening program began with an official

champagne-toast inauguration of the Institute by former Provost, William Zaranka, who provided a very positive picture of conflict resolution faculty and student efforts in reaching this stage in our development. The after dinner program featured Bernard “Bernie” Mayer, CDR Associates, and author of *Beyond Neutrality: Confronting the Crisis in Conflict Resolution*. Two awards were also presented: the first annual “Best Thesis” Award presented by the Institute for the best MA thesis (1999-2004) and a recognition award to an outstanding student from the student organization SCORE (see sidebar; see also more on SCORE on p. 8).

In his remarks, Mayer challenged university-based conflict resolution programs such as the one at DU to provide the field both with new thinking about how to engage in conflict constructively and with tools to shape more reflective practice. His words inspired the faculty and others attending at a particularly critical time for the Institute as its expanded mission and capacities are put into place.

CRI began as an interdisciplinary graduate degree program in Conflict Resolution, established in 1998 based on theories, methods, approaches and practical techniques of social management and problem-solving. An increasingly popular field of study, this program draws its strength from the entire university, rather than base itself in a single disciplinary perspective. It is one of the relatively few in the

United States so organized. Participating units include the Graduate School of International Studies, Sturm College of Law, Daniels College of Business, the School of Communication, the Graduate School of Social Work,



Prof. Mary Jane Collier, left, joins CRI colleagues, students, and friends in toasting the Institute's new status.

and Alternative Dispute Resolution at University College. The program also combines a scholarly and vocational approach—theory with practice, applied to international and to domestic settings.

Generous support from the Henry R. Luce Foundation, a competitive award for private U.S. universities, added a new Conflict Resolution professorship in 2002. In addition to yearly conferences, ongoing projects have been developed in Colorado Community Mediation Evaluation, Structures for Building Effective Ethnic Relations, and Conflict Resolution Capacity-Building in Trinidad &



Gala speaker, author and practitioner Bernard Mayer, suggests a time for new roles is at hand.

Tobago (see pp. 6-7). In 2004 the increased Conflict Resolution activities were consolidated with Luce professor activities in the formalization of the Center for Research and Practice as part of the Institute establishment.

The Institute and the collaborative efforts of its faculty center around three themes:

the Artful Practitioner draws wisdom from the latest theory, practice and evaluation. The second theme, *Ethnic Conflict Assessment* captures work analyzing conflict characteristics, sources and dynamics, and recommending whether and how to intervene. The final theme, *Reconstruction, Reconciliation, and Restoration*, addresses the growing need for expertise in conflict resolution capacity building and restoration of community fabric. This theme brings together strengths in restorative justice, post-conflict reconstruction, conflict resolution capacity-building, community development and reconciliation.



CRI Gala organizers, from left, Therese Thompson, Prof. Tamra Pearson d'Estree, Prof. Karen Feste, and Millie Van Wyke, enjoy the well-earned celebration.

AWARDS



Patricia Whitehouse receiving the Best Thesis Award from Karen Feste.

Patricia Whitehouse, MA in Conflict Resolution (2001), currently Human Resources Manager at 9News, the NBC television affiliate in Denver, accepted the Best Thesis Award and its monetary prize of \$500. Her

thesis, "Bullies and Victims: From the Schoolyard to the Boardroom" describes and compares bully and victim conflict styles in children and adults. She argued the bully-victim destructive conflict cycle prevalent in childhood is mirrored in some workplace conflicts, showing how and why these conflicts emerge. Her central contribution focused on strategies for individuals to develop social and emotional competencies, and conflict management skills; and on strategies to create school and workplace atmospheres where policies and procedures promote a healthy, peaceful environment.



Brian Beck receiving the SCORE award.

Brian Beck, current MA candidate in Conflict Resolution, received the SCORE recognition award to honor his friendship, support, openness, and honesty to fellow members, students, and the community.

SCORE is an organization comprising students interested in conflict resolution from various programs at DU such as conflict resolution, international studies, and public administration as well as non-students of varying disciplines from the surrounding community. Beck helped to found the organization in 2004.

JAY ROTHMAN INSPIRING AS FIRST INSTITUTE SCH

In March, the newly expanded Institute had the good fortune to host Jay Rothman as its first visiting scholar. Students, faculty, and the local conflict resolution community all benefited tremendously by having Dr. Rothman in residence at the Institute. Conflict Resolution students, who had studied Rothman's *Resolving Identity-Based Conflict* in Prof. Karen Feste's core class held each Fall quarter, had the opportunity to learn directly from the famous scholar-practitioner when he offered a special concentrated seminar. CRI's first scholar-in-residence also gave a public talk about his ARIA method and his work, a special "lab" using his method on cases, and a presentation at the monthly faculty work-in-progress lunch series.



Jay Rothman leading the student seminar.

Jay Rothman, Ph.D., is president of the ARIA Group, Inc., a conflict resolution training and consulting company. He is also founder and Research Director of the Action Evaluation Research Institute, an action research program designed to provide research, training and technical assistance. Rothman is the author or co-author of three books, including *Resolving Identity-Based Conflict in Nations, Organizations and Communities* (Jossey-Bass, 1997) as well as over two dozen articles on identity-based conflict, conflict resolution, and evaluation. He has consulted, led workshops, and conducted interventions in more than a dozen countries including South Africa, Israel and Palestine, Northern Ireland, and Sri Lanka. To learn more about Rothman's work with the ARIA group, go to www.ariagroup.com



Jay Rothman also gave a public talk on his ARIA method to a large crowd in the Renaissance Room.

Rothman's ARIA method, named to invoke musical metaphors of dissonance and harmony, moves participants in conflict through four steps: Antagonism, Resonance, Invention, and Action. Rothman's theory holds that before the conflict can be addressed productively, parties must share their emotions and air differences through the antagonism phase. Once participants have truly heard each other they've reached a common space—resonance. Only then, when they can feel that the problem is theirs together to solve, can they investigate solutions, or invent possible outcomes. The invention stage also continues to build resonance. Finally, they're ready to implement a solution and take action.

A further evaluation of the ARIA approach is the ARIA-C3 method, a participatory and collaborative planning and social change process. The "C3" indicates the triple objectives for participants to understand about themselves and each other: "what," "why," and "how." (See box at right for a case of this method in practice.)

In the seminar, students both experienced and learned how to lead an ARIA-C3 method workshop. The group used the method to reach consensus on its goals for the workshop, then spent the rest of the time fine-tuning how the ARIA-

COLLAR IN RESIDENCE



C3 process can be applied to various conflicts. Students commented that the workshop-seminar tangibly melded theory and practice.

Rothman also presented a public talk in a crowded Renaissance Room South on an unusually rainy night. The large crowd included students, alums, and conflict resolution practitioners from the greater Denver/Boulder metro area. He discussed the ARIA-C3 method and its application in the Cincinnati Police-Community Relations Collaborative (see box). Rothman led attendees through a brief demonstration of the “why” portion of his question statement which allows participants to better recognize the reasons behind their passionate involvement in an issue that may be conflictual.

Rothman’s visit inspired both students and faculty to see the richness of information for learning that is generated by community processes through the ARIA approach. Communities have greater capacities to identify and pursue their common goals, and students of community relations and conflict resolution have tools to better understand and guide such community collaborations. “Data” needn’t seem stale and intimidating, but instead can provide insight and empowerment for communities and students alike.

CINCINNATI POLICE- COMMUNITY RELATIONS COLLABORATIVE

Cincinnati’s long history of troubled race relations has played out most publicly in controversial incidents of alleged racial profiling by the police department. In 2001, hoping to reach a long-term solution to the escalating, increasingly violent, community conflict, a U.S. federal court judge asked the ARIA Group to facilitate dialogue between police and community members. The six-stage process began with a broad public awareness campaign. ARIA Group interviewers gathered thousands of citizen responses detailing their perceptions of the problem. The questions were: 1) What are your goals for future police-community relations in Cincinnati? 2) Why are these goals important to you? 3) How do you think your goals could be best achieved? Representatives of each identified stakeholder group then met for in-depth feedback sessions. From this information, several shared goals emerged, each pinned onto the overarching goal of “respect.” These shared goals set the stage for negotiating a collaborative agreement outside the courtroom, which the judge signed in 2002. Implementation of shared goals and a new citizen appreciation for community dialogue and understanding continues to this day.

PROJECT BEGINS WITH UNIVERSITY OF WEST INDIES - TRINIDAD & TOBAGO



Map of the Nation of Trinidad and Tobago.

CRI has begun a three year partnership with the Department of Behavioural Sciences at the University of the West Indies (UWI), St. Augustine campus, Trinidad and Tobago, to develop conflict resolution expertise among UWI faculty and community lecturers to support implementation of a Master's degree in Conflict Resolution. This project is funded by a grant from the U.S. Department of State's Bureau of Educational and Cultural Affairs. Additionally, the grant provides for development of educational materials, culturally appropriate models of conflict resolution for the Caribbean, establishment of a Conflict Resolution Center at UWI St. Augustine Campus, a certificate program for the lay public and government workers, a multi-cultural conflict field class for Institute students and joint research by the two universities.

Five DU Institute faculty members visited Trinidad and Tobago in December 2004 to begin the faculty exchanges. Visits were made to UWI administrators and to local sites where mediation is being implemented such as police substations and the family court. Working meetings were held with UWI project faculty to plan the Masters curriculum and courses. Nine faculty members from UWI will travel to Denver this June to further develop the Masters curriculum and the shape of the UWI Conflict Resolution Center.

The need for conflict resolution expertise is rapidly developing in Trinidad and Tobago. As Trinidad and Tobago seeks developed country status, it is looking for systems that will address instability and inefficiency. There is recognized need for certified mediators in many sectors. For example, the Cabinet-appointed Task Force on Penal Reform and Transformation has recommended the widespread use of diversionary programs as alternatives to imprisonment. Such programs are heavily dependent upon mediation, and require corrections officers with certified qualifications in mediation.



DU/CRI faculty member Prof. Denise Pearson leads a discussion of curriculum possibilities during the December visit to Trinidad.

Structural and administrative reform, called Vision 2020, is a plan to bring Trinidad and Tobago to developed country status by the year 2020. Enhancing the conflict resolution expertise base is a critical part of the institution strengthening and capacity building thrust. The Department of Behavioral Sciences, St. Augustine campus, UWI, has responded to this need. The new Post-Graduate Diploma in Conflict Resolution, launched September 2003, is the first step toward meeting the need for mediation training. The new Masters program and the Center will further expand Trinidadian conflict resolution capacities.



CRI Trinidad Project team members visit Trinidad's family court. From left, Professors Karen Feste, Linda Hadeed (UWI), Denise Pearson, unidentified family court mediator, Mary Jane Collier, Tamra Pearson d'Estrée, Ruth Parsons.

RESEARCH PROFESSORS STRENGTHEN CRI'S RESEARCH MISSION

John (Jack) Jones, Professor and Dean Emeritus of the Graduate School of Social Work, became the first Research Professor in the Conflict Resolution Institute in August 2004. His expertise in social development and program evaluation through the UN and current work on connections between human security and conflict resolution within selected African countries, has added an important dimension to our research mission.

Ruth Parsons, Professor Emerita of the Graduate School of Social Work, became a Research Professor in the Conflict Resolution Institute in May, 2005. As a visiting professor at the University of the West Indies, St. Augustine campus, and co-director of the Conflict Resolution Capacity Building Project in Trinidad and Tobago, she brings a valuable background in solving community issues.

INSTITUTE CORE FACULTY

Douglas Allen, Associate Professor, Daniels College of Business

Mary Jane Collier, Professor, Department of Human Communications Studies

Edward Dauer, Dean Emeritus and Professor, College of Law

Tamra Pearson d'Estrée, Luce Professor of Conflict Resolution and Director, Center for Research and Practice

Karen A. Feste, Professor, Graduate School of International Studies and Director, Graduate Program

Cynthia Fukami, Professor, Daniels College of Business

Jeffrey Hartje, Associate Professor, College of Law

Darrin Hicks, Associate Professor, Department of Human Communications Studies

John Jones, Research Professor of Conflict Resolution

Ruth Parsons, Research Professor of Conflict Resolution

Denise Pearson, Assistant Dean, Applied Communications, University College

Tim Sisk, Associate Professor, Graduate School of International Studies

Joan Winn, Associate Professor, Daniels College of Business.

Roy Wood, Professor, Department of Human Communications Studies

Special thanks to Ariana Harner, Therese Thompson and Renee Garfias for their contributions to this newsletter.

For more information about the Conflict Resolution Institute and its programs please visit our website at
www.du.edu/con-res

The Conflict Resolution Institute is located at the University of Denver:

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GRADUATE STUDENT NEWS

SCORE

The Society for Conflict Resolution (SCORE) began in early 2004 when students in the Conflict Resolution master's program realized they could fill informational gaps for each other simply by getting together and talking. Since then, the student organization SCORE has built alliances not only among Conflict Resolution Institute students, but also between conflict resolution students, DU students from other disciplines, and community members. Membership is free; anyone who would like to be invited to events needs only to e-mail score@du.edu to be included on the e-mail list. Events include a monthly current events discussion club; mixers with students, faculty, local practitioners, and interested community members; and panel discussions hosted in cooperation with other graduate student groups. Building alliances and promoting dialogue—basic goals for conflict resolution practitioners—has worked so far to strengthen the academic experience of students in the Conflict Resolution Institute. To learn more about SCORE, go to <http://www.du.edu/orgs/score/index.html>

Conflict Resolution Graduate Student Association

The Conflict Resolution Graduate Student Association (CRGSA) was created in 2005, shortly after the Institute was established. This gives students—for the first time—formal representation in the broader Graduate Student Association Council at the University of Denver. CRGSA receives financial support from the University, facilitates interaction between the institute and greater DU community, and allows students, according to relevant guidelines, to participate in policy decisions. The constitution, posted on <http://www.du.edu/orgs/crgsa/about.html>, took effect this past April.



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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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University of the West Indies faculty members (from left) Michelle Sogren, Tom Kalpatoo, Linda Hadeed, Dean Hamid Ghany, and Valentine Smith visit DU's Conflict Resolution Institute in June 2005.

CRI HOSTS TRINIDAD EDUCATORS

In June, the Conflict Resolution Institute hosted nine visiting faculty from the two-island nation of Trinidad & Tobago for several days of meetings, trainings, and site visits. Faculty from the University of Denver (DU) have partnered with faculty at the University of West Indies, St. Augustine Campus (UWI), in Port of Spain, Trinidad & Tobago to develop mediation curricula, programs, and a Conflict Resolution Resource Centre. This partnership project is supported by a grant from the Bureau of Educational and Cultural Affairs of the United States Dept. of State under the authority of the Fulbright-Hays Act of 1961, as amended (see CRI Newsletter, June 2005).

The Denver visit provided UWI visiting faculty the opportunity to see how mediation and other conflict resolution processes are taught, and how they are integrated into local institutions such as courts, community centers, and schools.

At the offices of the Colorado State Judiciary, they were received and welcomed by the Hon. Mary Mullarkey, Chief Justice of the Colorado Supreme Court, and a long-time supporter of a collaboration between the courts and mediation programs. The head of the Judiciary's Office of Dispute Resolution, Cynthia Savage, reviewed the variety of types of programs that offer mediation and other conflict resolution processes in Colorado and other US states.

Site visits to the Jefferson County Government Building and JeffCo Mediation Services, Boulder City & County's Children, Youth, and Family Mediation Program, Boulder Community Mediation Center, and the private mediation training firm Institute for Advanced Dispute Resolution (IADR) showed the varying ways mediation programs can be developed and implemented, as well as offering a chance to see different parts of the Denver-Boulder region. A longer trek to the Keystone Center,

TRINIDAD EDUCATORS CONTINUED

allowed visitors to learn from host Peter Adler about conflict resolution's important use in US and international regional policy disputes and resource planning, as well as experience our beautiful Rocky Mountains.

The UWI and DU teams also received training from local experts in center management, pedagogy strategies, and elicitive approaches for crafting culturally appropriate mediation processes. The latter workshop, hosted by renowned author and practitioner John Paul Lederach, provided support for UWI's important task of developing a mediation model, practices, and training that are appropriate for the Caribbean context. UWI and DU have begun joint research on this important topic.



The Trinidad delegation visited several Denver sites where mediation or restorative justice is offered, including the Colorado Judicial Offices near the state capitol. From left: Project Co-directors Ruth Parsons (DU) and Kathleen Valtonen (UWI) and UWI Dean Hamid Ghany.



Trinidad and DU faculty experience snow and tundra above timberline on Loveland Pass on their way to visit the Keystone Center. From left, top row: K. Valtonen, K. Meese, L. Kim, R. Parsons, S. Balkaran, T.P. d'Estrée, V. Smith. Bottom row: M. Sogren, J. Padmore, L. Hadeed, T. Kalpatoo.

DU campus events included an orientation with Vice Provost Ved Nanda at DU's International House and a visit to DU Law School's Mediation Clinic hosted by CRI Core Faculty member and Law School Prof. Jeffrey Hartje. DU and UWI faculty members continued the planning of UWI's new Masters curriculum, as well as the proposed Conflict Resolution Resource Centre.

CRI graduate students, coordinated by Carole Fotino, provided a vital hosting function for the nine-day visit. This included arranging meeting logistics, providing transportation, and joining in on the site visits and meals with the Trinidad visitors. - *TP d'Estrée*

UNIVERSITY OF WEST INDIES OFFERS MEDIATION DEGREE PROGRAMS

The University of West Indies, St. Augustine Campus, Trinidad & Tobago (UWI), became the first university in the Caribbean region to offer a degree in mediation. The Post-Graduate Diploma in Mediation Studies became available in 2003, and by Spring 2005, 55 graduates had completed the Diploma program.

Students take 80 hours of courses, including a traditional mediation training taught by UWI instructor Tom Kalpatoo, a well-known mediator in British Columbia, Canada. Mr. Kalpatoo returns to UWI and his native Trinidad regularly to help build local capacity in mediation. Students in his Specialized Areas of Mediation course do internships at community sites, such as schools or community centers, where they develop and implement new conflict resolution programs.

UWI's latest achievement is the approval of a full 40 credit Master of Science degree in Mediation Studies, to be offered beginning Fall 2006. In addition to their coursework in mediation, students add important topics such as Caribbean social issues, and the legal context for mediation in Trinidad and Tobago. In the future, University of Denver MA students will have the opportunity to take courses at UWI's campus in Trinidad.

CRI PROFESSOR SPOTLIGHT: DR. MARY JANE COLLIER

Here begins the first in our newsletter series of interviews highlighting individual Conflict Resolution Institute faculty. Dr. Mary Jane Collier is a CRI Core Faculty member and a Professor in the Human Communications Department. After Jan. 2006, she will join the Faculty at the University of New Mexico and can be reached at mjc@unm.edu.

As a communication scholar/practitioner I study how individuals, groups and organizations negotiate their relationships and their cultural identity positioning through conduct and discourse. I am particularly drawn to understand issues of hierarchy and influence, and ultimately to the development of inclusive practices to transform communicative relationships and material conditions.

A theme in my conflict work today is “Negotiating Third Spaces” in research design, assessment, conflict management, and transformation. The “third spaces” idea refers to adding a critical perspective and thinking beyond traditional, often dualistic ways, of designing studies and training models. Questions might be “What is going on for people and their lives in this context? Who benefits from this research? Who benefits from this intervention? What are negative consequences that might emerge?” Conversations with mediators and families with whom I stayed in South Africa in 1994 and 1999 taught me, for instance, that recommending an “imported” U.S. therapeutic model of conflict management which included mutual self-disclosure and “I statements” to describe emotions, might result in increasing the intensity of the conflict and decreasing trust and intimacy.

I participated in a training workshop a while ago in which the well-intentioned facilitator shared story after story about his successful mediations in his own country, and showed videotapes of his own mediations as prescriptive models. The missed opportunity for “negotiating a third space” here was that he could have invited workshop participants to share their experiences and cultural locations important to their conflicts, and with their input, adapted the “models” and scripts being offered to be more relevant.

An orientation of “negotiating third spaces” may also be applied to design and assessment to expand notions about the role of culture and identities of the parties that are involved. For example we need to move beyond talking about culture as if groups of people (black South Africans, poor women), or residents of a particular place (Kenyans, Kenyans from Meru), have the same cultural values and communication style preferences just because they are members of a group or live in a particular place.

A “third space” alternative idea is to approach cultures as locations of speaking/acting/producing that reflect identifications and representations of groups. During research in South Africa in 1999, I found that while some focus group participants identifying as “white” middle-class, and Afrikaans speaking, voiced racist views of “blacks,” others questioned their status and “advantages” of being “white.” Males and females in the group disagreed about whether most females would become “traditional Afrikaner wives and mothers.” They concluded that being an Afrikaner in South Africa for them was “in transition” and was defined in different ways. These examples show that being an Afrikaner



CRI Professor Mary Jane Collier

for these individuals was a process of struggle, negotiation, and contradictions rather than a predictable consensus.

With regard to conflict management, “negotiating third spaces” may refer to finding a “third way,” compromise, or a new and alternative position on the issue. For mediation it may mean utilizing a third party or set of community observers, adding in a new set of resources, or developing procedures and agendas that start at different points such as beginning meetings with narratives or reaffirming a commitment to the safety of the community. It may mean changing physical locations of meeting to move between and among particular geographical or residential spaces. One mediator working with schools in different cities in South Africa described lessons she learned about the importance of holding joint meetings in the communities where different parties live as much as possible in order to share in the roles of “host” and “visitor.”

I try to remind myself to take a step back and remember that if my ultimate goal as a scholar/practitioner is to address intercultural conflicts in ways that enhance conditions of social justice, I need to begin and end with the voices of those involved and the complex context that they are experiencing.

ISRAELI VISITING SCHOLAR SHARES DIALOGUE RESEARCH



Dr. Tal Litvak-Hirsch in the CRI Visiting Scholar's office.

In October 2005, the Institute had the good fortune to host Dr. Tal Litvak-Hirsch as a visiting scholar. Students, faculty, and the local conflict resolution community all benefited tremendously from Dr. Litvak-Hirsch's visit to Colorado.

Dr. Litvak-Hirsch came to Denver from Earlham College in Indiana, where she is a Fulbright Scholar-in-Residence for the Fall semester. Building on her background in special education and child clinical psychology, Litvak-Hirsch earned her Ph.D. in social psychology at Ben Gurion University with a groundbreaking study that examined changes in the construction of the Israeli collective identity based upon the inclusion or exclusion of certain "others" — Arabs, Sephardic Jews, other religious, new immigrants, etc. She is credited with developing a new diagnostic tool — creating several "dilemmas" that involve "others" and evaluating the changes in identity construction they provoke among Jewish and Arab Israeli students — that at least one

of her fellow researchers believes may help bring new levels of understanding between all parties involved in the current Israeli-Palestinian peace process. Dr. Litvak-Hirsch is a social psychologist and researcher in the Behavioral Science Department at Ben Gurion University of the Negev, the fourth largest university in Israel.

While at the Institute, Dr. Litvak-Hirsch presented *"Palestinians and Israelis Are Listening to Each Other: Creating Dialog in a Conflict Context."* In this public talk, Dr. Litvak-Hirsch presented three models of encounter groups between Israelis and Palestinians and focused on the "life story telling" method, a new model that was developed, applied, and evaluated in the last 5 years at Ben Gurion University. Life story telling requires each encounter group participant to interview an older family member and present that family member's "story" (history) to the larger group. This technique works especially well, because although you can argue politics or historical events,

you cannot argue with a person's personal family history. Her presentation included film clips that mesmerized the audience with the personal stories of two of the encounter group's participants' relatives during the Holocaust (an Israeli participant's story) and during the 1948 war (a Palestinian participant's story). These film clips were from a video that Dr. Litvak-Hirsch helped make that follows a year-long encounter group between Jews and Palestinians in Israel.

Dr. Litvak-Hirsch also conducted a smaller workshop for CRI graduate students called *"Using Qualitative Research Methods in the Field of Conflict Resolution"* where she focused particularly on the qualitative methods she has used in her work. She discussed interviewing, analyzing interviews, and using the "life story telling" method. Students appreciated her willingness to share her reflections on the challenges and benefits of doing research in conflict resolution.

- T. Thompson



Dr. Tal Litvak-Hirsch discusses qualitative research methods in a seminar with CRI graduate students in the new CRI library. From left: Dr. Litvak-Hirsch, Matt Haynes, Dana Machain Bennett, Liz Twomey.

Dilemmas of Identity Construction in the Israeli-Palestinian Context: A Research description

By Tal Litvak-Hirsch

The aim of this research was tracing processes involved in the construction of personal and collective identity of people who live in conflict areas, in this case, Jewish and Palestinian citizens of Israel. The goals of this study were to examine how the use of dilemmas can help in the understanding of the processes of development and change in the construction of identity among young adults, Jews and Palestinians, on the personal interpersonal and inter-group levels. Furthermore, it aimed to explore how the Palestinian\Jewish "other" was perceived by Jewish and Palestinian Israelis, as an element within this construction of identity, over the course of four years, and to follow the processes that the interviewees underwent in their perception of self and other over time.

In order to achieve these goals, 20 Israeli students, comprised of 10 Jews and 10 Palestinians, who took part in a year long seminar on the "Israeli-Palestinian conflict," that used life stories as its main method in its group work, were interviewed three times – once at the beginning of the seminar in 2000, at its end in 2001, and three years later, in 2004. Data collection was based on the invention of a semi-structured interview that employed the use of dilemmas. The dilemmas used in this study were

based on significant events that arouse conflicts in Israeli political and social discourse. The instrument aimed to shed light on how young adults respond to dilemmas that deal with perception of the other (the Palestinian/the Jew), as a component in the construction of their collective identity. The responses to the dilemmas were analyzed using a variety of content and form analyses.

In general, the results showed that during the year of the seminar and three years later, all of the participants enhanced their self awareness of the complexity of the conflict. Each group emphasized the processes that reflect the role of the conflict in the construction of its collective identity. The Palestinians appeared to be in the process of constructing their identity and the Jews in the process of deconstructing theirs, while trying to cope with their need for security during the on-going conflict.

Focusing on the Jewish Israeli sample, the results pointed to a duality that was salient in the interviews with the Jewish students concerning the existence of two opposing forces in the perception of the Palestinian other within Jewish-Israeli society today.

On the one hand, Jewish-Israeli society is motivated by the acceptance of the other and by acknowledgement of the complexity of the conflict. On the other hand, the results also pointed to a neo-monolithic

understanding of the conflict among Jewish-Israelis, which is motivated by anxiety, mainly due to the difficult security situation and the continuous threat to their sense of security. This leads many Jewish-Israelis to see the Palestinian others as an enemy, and to negate the possibility of dialogue with them. It appears as if the variety of voices that were expressed in the interviews with the Jews and the



Palestinians reflect some of the voices that are currently being heard in Israeli society today, even if the proportions found in this small and selective sample differ from those within the wider society.

Dr. Tal Litvak-Hirsch can be reached in Israel at hirscht@zahav.net.il

COMMUNITY MEDIATION EVALUATION PROJECT

Since the 1960s, local communities have set up neighborhood justice centers, community mediation centers, and restorative justice programs to provide constructive, non-adversarial processes more accessible to local community members.¹ How do we know the kinds of impacts community mediation centers actually have on their communities?

Community mediation centers in Colorado felt it was important to ask this question. They also felt that, should they wish to make some future case to the state legislature about their value for the State, they should have some hard evidence

demonstrating contribution, both in terms of cost savings but also more intangible contributions like improving community climate and citizens' sense of access to justice.

In 2003, the Colorado Community Mediation Coalition (CCMC), an ad hoc coalition of Denver/Boulder area community mediation programs (CMPs), approached CRI faculty member Tamra Pearson d'Estrée to explore possibilities for a joint effort. The Community Mediation Evaluation Project was born. It was determined that in order to meet the twin goals of (a) increasing the under-



ODR's Cynthia Savage, Face-to-Face's Gabrielle Frey, JeffC out data management for the CMP Evaluation Project.

COLORADO COMMUNITY MEDIATION SUMMIT LAUNCHES NEW STATE ORGANIZATION

CRI's annual conference this year was a joint venture with NAFCM and CCMC (see accompanying article). In addition to experiencing rich training provided by community mediation's national organization, CRI students and faculty were able to join in on the ground floor discussions creating a new state organization exclusively focused on enhancing community mediation. Meetings were held at the Table Mountain Inn in the picturesque foothills town of Golden, Colorado's original capitol.

On May 5-6, NAFCM provided a Regional Training Institute (RTI), covering timely topics such as Evaluation, Fund Development, Center Administration, Case Management, and Government Relations. Then on Saturday, May 7, a Summit was held to gather together all those interested in community mediation in Colorado to move forward on the proposal to launch a statewide organization

with community mediation as its focus. NAFCM Executive Director Linda Baron and Frank Woods, from New York's Unified Court System, added insight from other states' experiences in organizing.



CRI's master's degree students attend the Community Mediation Summit. From left: Maureen Mayne, Brian Beck, and Laurie-Jo Jones.

The new organization, christened the Colorado Community Conflict Resolution Association (CCCCRA), identified several tasks, including networking, sharing information, increasing inter-program communication and coordination, increasing the visibility and awareness of mediation, increasing service availability statewide particularly in rural and mountain counties, and developing a statewide unified voice to promote mediation and restorative services in Colorado. A committee was convened to draft bylaws, pursue obtaining 501(c)3 status, and explore funding options.

ECT TRACKS IMPACT OF MEDIATION CENTERS



Co's Mark Loye, and DU's Tamra Pearson d'Estrée hammer

standing of the value of community mediation for Colorado communities, and (b) improving the coalition's ability to demonstrate the value of community mediation for potential supporters and users, it would be useful to have a common evaluation framework. By having a common evaluation framework, the CMPs could standardize and even pool their assessment data.

This ambitious project was kicked off by a conference in 2003 that brought CMPs together to share what they currently did in evaluation, and to learn from each other and from their stakeholders what information was needed to make their case for impact. The 2003 conference was co-hosted and sponsored by DU's CRI, CCMC, Colorado Judicial Institute, Jefferson County Mediation Services, Office of Dispute Resolution, and the Colorado Judicial Branch. It convened panels of stakeholders such as a district attorney, a judge, a county commissioner, a city councilman, a sheriff, and a foundation representative. Linda Baron, the Director of the National Association for

Community Mediation (NAFCM) in Washington, DC, gave the opening keynote address on the value of CMP evaluation, and the Honorable Mary Mullarkey, Chief Justice of Colorado's Supreme Court, gave a luncheon keynote address on justice system-CMP collaboration. Kumasi Adoma (MA '04) and Andy Owziak (MA '05), assisted in coordinating.

A second achievement of the 2003 conference was the initial drafting of the components of a common evaluation framework. On the second day of the 2003 conference, attendees broke into working groups and spent the day identifying and negotiating what should be investigated at each step of the program evaluation process: input variables, process variables, output variables, and impact variables.

A hardworking subcommittee of CMP directors—Mark Loye from Jefferson County, Kon Damas from Boulder, and Peggy Evans from Face-to-Face in south and east Denver—volunteered to pilot the common framework. Over the next year, they met repeatedly with Prof. d'Estrée and Cynthia Savage from the Office of Dispute Resolution in the State Court's office to reduce the above lists of variables to a manageable number, to achieve common definition for terms (such as "case"), to agree on categories ("values") for each variable, and to develop a consensus on how these would be measured.² Then, a universal template was created for Access-based data entry. This template is currently being implemented and tested by the pilot CMPs. Quarterly transfer of data from these centers to CRI will allow for the beginnings of the aggregation of state-level data for analysis, as well as for

further improvement of the framework. Eventually, the template will be available both for Colorado CMPs that wish to modify their current monitoring and evaluation procedures and for those wishing to start from scratch. All can then join the state-level effort. CRI graduate students Brian Beck and Adam Christopher are providing technical assistance on this project. - T.P. d'Estrée

¹ For more on this history, see Laue, James. (1987). "The emergence and institutionalization of third-party roles in conflict," in Dennis J.D. Sandole & Ingrid Sandole-Staroste, (eds.), *Conflict Management and Problem Solving – Interpersonal to International Applications*. p. 23; and Christopher W. Moore. (2003). *The Mediation Process* (3rd ed), p.24 ff.

² More on this Evaluation Framework can be found on CRI's website at <http://www.du.edu/con-res/center/projects.html>

ALUMNI JOURNAL: A SUMMER AT THE JERUSALEM CENTER

by Tom May, (MA '05)



I have worked for the Seeds of Peace International Camp in Otisfield, Maine, for the past four summers; the past two summers as the Athletic Director. Seeds of Peace (www.seedsofpeace.org) is a summer camp that brings together youth from areas of conflict in an effort to build trust and relationships between members of groups who are in intense, violent conflict. The campers participate in typical summer camp activities and live together in bunks on the shores of Pleasant Lake. The goal of the camp is to build understanding and trust among the campers that they can bring home with them and spread within their respective communities. Seeds of Peace also has a year round Center for Coexistence in Jerusalem that organizes seminars and workshops for Israeli and Palestinian youth to continue the dialogue once they are back home. After working at the camp in Maine, I decided that I would seek work at the Center for the summer. I wanted to work with the Seeds in their home environment, where the reality of the conflict challenges the Seeds mission.

My major responsibility on their summer staff was to organize a first time seminar called Olympeace, a three day event that

would involve sport and competitions. In addition to the Olympeace seminar, the Center director asked me to run a sports camp with a group called Playing for Peace. Playing for Peace organizes basketball camps to bring together kids from areas of conflict. They began their work in South Africa, and for the first time were planning a camp in Israel for Jewish Israelis, Arab Israelis, and Palestinians. I was excited to work with Playing for Peace because my Master's Thesis focused on the use of sport in conflict resolution and after months of researching and writing about groups such as Playing for Peace, I would now be a part of the effort to use sport as a common experience to cut across cultures and build trust among its participants.

The very first Seeds of Peace seminar of the summer brought home for me the reality of working in a conflict area. Hosted by a theology school in northern Israel, the planned facilitation sessions focused on education, and how educators might try to impress their own bias and opinions on those they are teaching. Breaks included sports events. During one such kickball game break, a young Palestinian boy bolted past me as I was pitching the ball, with a soldier following him in pursuit. This frightened many of the Seeds. The head of the school gathered us and explained that because soldiers are not allowed to bring guns onto the property, people wanting to avoid a nearby checkpoint sometimes try to take advantage of this and pass through the school's property.

The Olympeace seminar that I was to organize was planned as two and a half days of sport and competition, a FUN time to end the summer season at the

Center. Unfortunately, the first two events had to be cancelled because Seeds of Peace policy is to only run events that all of its members can attend, and the Israeli army would not give permissions on the seminar dates. In order for a Palestinian from the West Bank or Gaza Strip to travel to other areas of Israel, they have to have a written permission slip from the Israeli army, which they have to present at the checkpoint. The army can deny permission any time they desire.

Our third attempt to hold the seminar was successful, but we had to settle for a single Sport's Day, not the two and a half day event we had planned. With all of the serious seminars that many of these teens had experienced, this sports themed seminar brought them together in an enjoyable setting. When a youth looks at you, smiles, and says, "This was the best seminar I have gone to. I had fun. Thanks.", it makes all of the work and frustration of planning and getting permissions worth the trouble.

My final task of the summer was working with Playing for Peace, recruiting and leading a group of Seeds to volunteer as counselors at a basketball camp that Playing for Peace had organized at the Wingate sports school, the premier training center for Israeli athletes who aspire to compete internationally. The Playing for Peace Basketball Camp experienced the same difficulties gaining permissions that we did at the Center. None of the kids they had recruited who lived in the West Bank were allowed by the Israeli army and government to attend the camp. I had recruited a group of eleven Palestinian Seeds assigned to work as counselors at the camp, but only four were allowed to come — because they

lived in Jerusalem and so did not need permissions. We had eight Israeli Seeds working as counselors. Playing for Peace recruited a few Arab Israelis to join the Seeds as counselors. We had a meeting with the Seed counselors a few weeks before the camp, but the entire group of counselors did not meet each other until the night before the camp started. Despite the last minute organization of the counselors at the camp, the Playing for Peace Camp was a great success. Playing for Peace hopes to continue their work in the Middle East, and many of the Seeds hope to remain involved in the program.

Work in the Middle East can be frustrating and difficult, and plans often have to be altered many times. If organizations such as Seeds of Peace and Playing for Peace continue to pool resources, then programs to build peace in the area might have a greater chance for success. I returned home with a greater understanding of how difficult it is to bring together Jewish Israelis and Palestinians for trust building activities and dialogue in the areas of conflict. In the Camp environment in Maine you do not need permissions. Although we had to reschedule and alter our plans for Olympeace, we eventually had over seventy Palestinians, Jewish Israelis, and Arab Israelis attend the seminar. This brings hope that the Seeds who attend the Maine camp and form cross-cultural, cross-delegation relationships, can return home and act as examples in their communities by maintaining their relationships and by planting the seeds of peace.

Tom graduated from CRI with his Master's Degree in 2005 and is currently living in Maine. He can be reached at tomjmay@yahoo.com.

ABOUT SEEDS OF PEACE

Founded in 1993, Seeds of Peace is dedicated to empowering young leaders from regions of conflict with the leadership skills required to advance reconciliation and coexistence. Over the last decade, Seeds of Peace has intensified its impact, dramatically increasing the number of participants, represented nations and programs. From 46 Israeli, Palestinian and Egyptian teenagers in 1993, the organization still focuses on the Middle East but has expanded its programming to include young leaders from South Asia, Cyprus and the Balkans. Its leadership network now encompasses over 2,500 young people from four conflict regions.

The Seeds of Peace internationally recognized program model begins at the International Camp in Maine and continues through follow-up programming at the Seeds of Peace Center for Coexistence in Jerusalem, international youth conferences, regional workshops, educational and professional opportunities, and an adult educator program. This comprehensive system allows participants to develop empathy, respect, and confidence as well as leadership, communication and negotiation skills — all critical components that will facilitate peaceful coexistence for the next generation. More information on Seeds of Peace can be found on their website www.seedsofpeace.org



Photo courtesy of Seeds of Peace

GRADUATE STUDENT NEWS

THE SOCIETY FOR CONFLICT RESOLUTION (SCORE)

By Jason Gladfelter (outgoing SCORE President)
and Sammie Gallion (incoming SCORE President)

Entering its third year of existence the Society for Conflict Resolution (SCORE) welcomes new members and a new Board. SCORE spent its first two years building a solid foundation and establishing communication links to various groups, offices, and institutions. During this time we have sponsored or co-sponsored events ranging from social picnics to scholastic discussions, such as the recent campus wide Left Behind: A Discussion of Race and Class in the Wake of Hurricane Katrina, and helped establish the student government for the Conflict Resolution Institute [CRGSA; see accompanying article].

Looking forward to the next year, SCORE is planning to continue furthering our presence at the University of Denver and beginning to find new avenues to expand our influence. The new SCORE Board has begun planning for new activities, one of which is our co-sponsorship of the DU Voices of Discovery Intergroup/Diversity Dialogue Program. This co-sponsorship, along with many other new and exciting activities are in the making for SCORE and its presence on the DU campus.

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and expanding work!*

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CONGRATULATIONS TO OUR 2005 GRADUATES

Pearl Bell, Donna Calabrese, Pheobe Clark,
Megan Hinton, Tom May, Maureen Mayne,
and Andrew Owsiak.

We wish you the best!

CONFLICT RESOLUTION GRADUATE STUDENT ASSOCIATION (CRGSA)

By Carole Fotino, CRGSA President

Last spring, four student representatives of the growing Conflict Resolution M.A. degree program at DU got together and formed a steering committee to design a graduate student association. The purpose of this association was two-fold. It was necessary first of all in order to receive, and then govern distribution of, student activities fees. Additionally, as in any growing program, oversight was needed as well, to chart and improve student interaction with their faculty, university and career transition. After that steering committee determined a format, constitution, direction, and bylaws, elections were held and an Executive Council of four was put into place.

Since that time of formation in the spring of 2005, the Conflict Resolution Graduate Student Association of DU (CRGSA,) its Executive Council, and student members, have been busy. Applications from students for financial assistance in attending a variety of conferences, research opportunities, and internships have been received and reviewed. Through these, students are not sitting by the sidelines during their education but are participating and being active, contributing members of the Alternative Dispute Resolution community.

Volunteers through CRGSA are also putting together a one-day fundraising workshop and a one-day mini conference. Both are slated for the upcoming Spring of 2006. An ongoing activity is that of getting student working groups up and running on topical areas of interest. These groups will each work directly with at least one faculty representative and will culminate in a project at year's end. It is expected that these projects will enhance the students' education as well as their experience of that education and their ability to market it. CRGSA will have one student working group throughout this school year and is planning for the ongoing presence of two groups and projects for the school year beginning September 2006.

We, CRGSA's Executive Council, are pleased with the growth of this M.A. degree program which necessitated the existence of student government. We are equally pleased with the successes to date as we look forward to continued expansion and dynamism in the years to come.

MILLIE VAN WYKE RETIRES

Millie Van Wyke, Assistant to the Director of Graduate Programs, retired from CRI in November after a long career with the University. University faculty, staff and graduate students gathered at an evening celebration to commemorate her retirement and wish her well.

Millie began working at the University of Denver in 1976. She first worked with Professor Karen Feste in 1981 on the Monograph Series in World Affairs, an International Studies quarterly. The two continued to work together when Karen became Associate Dean of the Graduate School of International Studies in 1988, with Millie as Administrative Assistant. Millie has been working intermittently with the Conflict Resolution Program from its inception in 1998 through its elevation to an Institute in 2004.

She has been a great help and source of information and encouragement to conflict resolution graduate students and will be missed by all. Millie, we will miss you, but wish you the best in your retirement and your world travels. - *T. Thompson*



CRI master's degree students Carole Fotino (left) and Jenny Lang enjoy the party.



Therese Thompson (left) and Tamra Pearson d'Estrée (not pictured), present Millie Van Wyke with flowers and a memory book.



Kay Denler

CRI Welcomes Kay Denler

The Institute welcomes Kay Denler as the new Assistant to the Director, Graduate Programs. Kay comes to us from Trinity College in Hartford, Connecticut, where she was the Associate Director in International Programs. At Trinity College, Kay advised students on study away programs, administered several study away sites, and handled all international student programming, including immigration law. We are excited to have her in Graduate Programs, where her expertise in working with students will be invaluable.

CONFLICT RESOLUTION INSTITUTE

INSTITUTE CORE FACULTY

Douglas Allen, *Associate Professor, Daniels College of Business*
Mary Jane Collier, *Professor, Dept. of Human Communications Studies (Faculty member at Univ. of New Mexico as of 1/06)*
Roberto Corrada, *Professor, College of Law*
Tamra Pearson d'Estrée, *Luce Professor of Conflict Resolution and Director, Center for Research and Practice*
Fran Dickson, *Associate Professor, Department of Human Communications Studies*
Karen A. Feste, *Founder and Director, Graduate Program and Professor, Graduate School of International Studies*
Cynthia Fukami, *Professor, Daniels College of Business*
Jeffrey Hartje, *Associate Professor, College of Law*
Darrin Hicks, *Associate Professor, Dept. of Human Communications Studies*
John (Jack) Jones, *Research Professor of Conflict Resolution*
Ruth Parsons, *Research Professor of Conflict Resolution*

Denise Pearson, *Assistant Dean, Academic Director for ADR and Applied Communications, University College*
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For more information about the Conflict Resolution Institute and its programs please visit our website at
www.du.edu/con-res

If you would like to receive this newsletter electronically, please email tthomps3@du.edu.

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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John Paul Lederach delivers an inspirational keynote address to Gala attendees.



CRI graduate students (from left) Katie Manderson, Mikaela Ladwig-Williams, and Cathy Peterman enjoy themselves at the Gala.

— CRI CELEBRATES AT SECOND ANNUAL GALA —

The Conflict Resolution Institute (CRI) hosted its second annual Gala on May 12, 2006, in the elegant Gottesfeld Room in the Ritchie Center on the university campus. The near sold out event included community supporters, CRI Advisory Board members, faculty and staff, current MA students, prospective MA students, and alumni. The evening began with an inspirational presentation by CRI Advisory Board member John Paul Lederach, internationally renowned expert on peacebuilding and reconciliation and author of *The Moral Imagination: The Art and Soul of Building Peace* (2005), *The Little Book of Conflict Transformation* (2003), *The Journey Toward Reconciliation* (1999), *Building Peace: Sustainable Reconciliation in Divided Societies* (1997), and *Preparing for Peace: Conflict Transformation Across Cultures* (1995). The after dinner program featured welcoming remarks by James Moran, Vice Provost of Graduate Studies and Research, followed by recognition and acknowledgement of Institute faculty, Advisory Board members, staff, and recent graduates. Three awards were also presented: the

second annual “Best Thesis” award presented by the Institute for the best MA thesis completed in 2005, and two recognition awards to outstanding students from the two student organizations SCORE and CRGSA. The evening ended with the unveiling by the CRI Board of Advisors of the Institute’s new branding and visioning posters.

Widely known for his pioneering work on conflict transformation, John Paul Lederach is involved in conciliation work in Colombia, the Philippines, Nepal, and Tajikistan, plus countries in East and West Africa. Lederach drew upon his experiences to vividly illustrate his remarks at the Gala where he told the stories of three individuals from Colombia, Ghana, and Nepal who each facilitated great change and achieved conflict resolution in their respective parts of the world. Lederach implored Gala attendees to support conflict resolution at all levels in society, and to especially support the Institute’s students, who carry the torch into the future. He told students to not hesitate when asked by

GALA CONTINUED

friends and family what they are studying, to be proud and to demonstrate the importance of the conflict resolution field.

The Best Thesis award, and its accompanying monetary prize of \$500, was presented to Maureen Mayne by last year's recipient, Patricia Whitehouse. Maureen's thesis, entitled "The Challenges and Contradictions of the National Identity Reconciliation Process" explores the challenges and the limits of National Identity Reconciliation in three case studies in Rwanda, France and Chile. Maureen, a native of France, currently works for the United Nations in New York. In her acceptance remarks, Maureen said that working at the United Nations has given her an opportunity to meet first-hand some of the individuals who survived the conflicts she wrote about in her thesis.

CRI is fortunate to have two student groups, The Society for Conflict Resolution (SCORE) and the Conflict



Carol Alm, CRI Advisory Board member, presents the new vision and branding posters in an official unveiling ceremony.



Current Conflict Resolution MA students celebrate at the Gala. Back row from left: Betsi Young, Jenny Lang, Maggie Helseth, Jason Gladfelter, Chuck West, Angel Preuit, Kit Chalberg. Middle row from left: Katie Arnst, Jen Hennessy, Laurie-Jo Jones, Mikaela Ladwig-Williams, Sammie Gallion, Alana Berland. Front row from left: Cathy Peterman, Rick Rosthauer, Katie Manderson.

Resolution Graduate Student Association (CRGSA), working to integrate the experience of master's students with faculty, the university, the larger community, and with each other. Each year, these two student groups select two conflict resolution students who they feel have gone above and

beyond these goals to receive outstanding student awards. This year, SCORE presented the Brian S. Beck Achievement Award to Jason Gladfelter, past President of SCORE, for his commitment to making new conflict resolution students feel welcome and involved (see SCORE, page 7). CRGSA chose Hanh Do to receive this year's CRGSA Award for Student Excellence, for her work founding CRGSA and for serving as secretary during its first year (see CRGSA, page 7). Jason and Hanh will each receive a one year membership to the Association for Conflict Resolution – the national organization for conflict resolution- courtesy of the student groups.

The CRI Board of Advisors, formed last Fall, recently completed a branding initiative and visioning exercise involving their members, as well as CRI students, alumni, faculty, staff, and members of the community. Carol Alm, Advisory Board Member, presented the newly formed vision and branding materials for the Institute in an official unveiling to cap off the evening. – *T. Thompson*



Patricia Whitehouse (MA '01) presents the Best Thesis award to this year's recipient, Maureen Mayne (MA '05).

UNIVERSITY OF THE WEST INDIES OPENS ITS MEDIATION RESOURCE CENTRE

In December, members of the CRI faculty made their second visit to the University of the West Indies, St. Augustine campus (UWI), in Port of Spain, Trinidad & Tobago, to continue to develop mediation curricula, programs, and a Conflict Resolution Resource Centre. This partnership project is supported by a grant from the Bureau of Educational and Cultural Affairs of the United States Dept. of State under the authority of the Fulbright-Hays Act of 1961, as amended (see CRI Newsletters: June 2005, December 2005).

CRI faculty included CRI Co-Director Tamra Pearson d'Estrée, Research Professor Ruth Parsons, and CRI Core Faculty member Mary Jane Collier. One of the highlights of the trip for the faculty was a tour of the newly acquired Deane Street House. The opening of the Deane Street House Mediation Studies and Faculty Development Centre, which was to become official in January 2006, is a major step toward the accomplishment of the goals of the grant. Deane Street House is intended to provide space for students in the Post Graduate Diploma in Mediation Studies program and the Masters in Mediation Studies, as well as the participants in the Certificate Training Program sponsored by the UWI faculty. The building is a joint project between the Post-Graduate Diploma in Mediation Studies, the Social Work Program, and the Faculty of Behavioural Sciences. Books and videos will be housed at Deane Street House and the site will have reception and security. Deane Street House was inspiring and quiet and very fitting for its purpose. It is a wonderful symbol of the work that UWI is launching in mediation education and training. Unusual for an educational site, Deane Street House is a lovely old home near

the campus with a large kitchen and dining area, beautiful grounds complete with gazebo and a patio where food can be served for gatherings. It has a large training room, with several small rooms for training, reception and offices. The renovated maid's quarters in the back of the house will be office sites. It is a great site for conferences and meetings, as well as mediation classes and mediation sessions. Many fruit trees grow on the premises, providing both shade to the house from the tropical sun and a treat for students and program participants during rest breaks. It has a roomy kitchen for meal preparation and a gazebo off the kitchen patio which provides a quiet, calm and peaceful place for education, training and eventually a place to conduct mediation services for the campus and the community. It appears to be a perfect setting for peaceful settlement of disputes, for small conferences, and for teaching and learning.

Another highlight of the December visit was a three-day training on Restorative Justice, given by Mark Umbreit, Director of the Center for Restorative Justice and Peacemaking at the School of Social Work at the University of Minnesota. UWI faculty, students, and community practitioners had expressed many times their interest in more training in Restorative Justice. Professor Umbreit was invited to participate by the University of Denver faculty team specifically for his expertise in the area of Restorative Justice.

The first day of training was a community symposium attended by 75+ persons from the University of the West Indies, governmental ministries, and the general community, as well as many members of the press. The symposium was an inspiring



Deane Street House

day with a commanding opening presentation by Dr. Umbreit, who described restorative justice as a "victim-centered response to crime that provides opportunities for those most directly affected by crime - the victim, the offender, their families and representatives of the community - to be directly involved in responding to the harm caused by the crime". This first day laid the foundation for the following two days of training offered to community practitioners and university professors, where Dr. Umbreit presented a framework for restorative justice through many case examples. The second day ended with an overview of restorative justice work in the United States and other countries in the area of murder and serious crimes. Although somewhat controversial in the dialogue regarding crime and punishment, these ideas were well received by the participants.

Many Trinidadians are alarmed by a rising crime rate, including rising murder rates in their country. Restorative Justice is one alternative being considered in their current task of restructuring their criminal justice system. Press coverage of the symposium was noticed by the US Ambassador to Trinidad and Tobago, Dr. Roy Austin, who invited the DU faculty to the Embassy to discuss the program and its implications for Trinidad and Tobago. — R. Parsons

CRI PROFESSOR SPOTLIGHT: DR. KAREN FESTE



Karen Feste, Founder and Director, Graduate Program in Conflict Resolution, and Professor, Graduate School of International Studies.

Dr. Karen Feste is the Director of the Graduate Program in Conflict Resolution and a Professor in the Graduate School of International Studies. She can be reached at kfeste@du.edu.

This interview was edited for space and formatting considerations.

Conflict Resolution is a fairly young field. How did you become interested in it?

I've always been drawn to international relations and the set of obstacles facing countries and their citizens—cultural differences, legal barriers, political orientation divides—and how they intersect when parties interact. The potential for miscommunication and misunderstanding is constantly in the shadows. National identity and pride get in the way too. This is not only true when hostilities are brewing and conflict escalation is running apace in preparation for war, but even when everyone wants to cooperate and be friends. In sports, travel, and trade, signing a bilateral agreement between people

or between governments can be complicated. These differences make it difficult, creating conflict. The centerpiece of international politics study, not surprisingly, is conflict. It's always there.

So, I became a student of international conflict and discovered diplomacy, which is basically another term for conflict resolution. But the world of official diplomacy is a world apart: mostly, professional diplomats circulate among the governmental elite and beyond the reach of others. Their skills and services, smoothing out issues of disagreement separating parties, are not widely available. A good diplomat consistently practices alternative dispute resolution techniques. These skills probably reflect innate talent in combination with challenging experience. Diplomacy means conflict resolution. I was intrigued by problem-solving more than conflict creation, perhaps because it was given less attention. Everyone wanted to know how things got worse; I wondered how they got better. To me this was a more important issue. Conflicts were commonplace; conflict resolution was not. And, why all the attention to conflict when the real story behind understanding human progress was conflict resolution?

These crusading academic ideas gradually acquired more depth and structure as I worked on my doctoral dissertation topic: the Kashmir dispute, a case of up-and-down tensions (including wars, cease-fire accords, an arms race) between India and Pakistan that started in 1947 and hasn't been solved yet. It was a rather random process that brought me to this point; I had never planned to get a Ph.D., nor to research a conflict in South East Asia. I wrote a research proposal on the Kashmir crisis in a class, Politics of India (a subject I knew absolutely nothing about);

other students worked on economic and social development issues affecting the Indian state, but since I was the only International Politics student in the class, the professor assigned me this topic. He liked the paper and decided I ought to join the doctoral program for I already had a dissertation prospectus, a reversed linear process! Well, why not...

What particular ideas attracted your attention? What events influenced your thoughts?

The essence of the drama of conflict lies in its resolution, wrote Kenneth Boulding in his classic book, *Conflict and Defense*. This idea, poetically expressed, has been my mantra. Boulding was an economist and peace activist, very successful in both areas; his work is theoretically rigorous, an impressive application of scientific standards and systematic quantitative analysis for understanding conflict resolution. But it's an abstract approach, away from the world of people. For historical reading, Bob Jervis's work on misperception has always been a favorite. Tom Schelling, another economist makes the game theory case for conflict resolution; Hubert Blalock, a sociologist presents a compelling argument for group identity, ideology and willingness to cooperate in *Power and Conflict*. These scholars stand tall; their works, though, are not standard fare on Conflict Resolution reading lists—too dated, too abstract, too complicated—I don't know. But they pushed my interest in the field, while particular events, as such did not. It's the sway of the big ideas, macro causes that influence the world and micro perceptions and interpretations of these forces, that have always sparked my interest in Conflict Resolution.

Have your ideas about the field changed over time?

Well, yes. The Conflict Resolution field has grown, it's got name recognition. Just a few years back, ACR, the premier professional association was created from smaller, specialized groups of lawyers, educators, counselors who came into a single tent: Conflict Resolution became home base. That unifying move suggested something broader was at stake and would now be taken seriously. President Bush actually used the term in a public speech in Virginia (he was talking about family disputes, not the war in Iraq, but it's a start). Academic conferences, a journal, special dictionaries and handbooks, critical assessment of the subject—all of these accretions exist in the field of Conflict Resolution, strong indicators that the subject has gained respect in the social sciences. Conflict Resolution of the sixties meant peaceniks. Since the 1980s, the Legal profession has been popularizing the ADR theme. The corporate world now speaks of win-win solutions. Diplomats learn the Fisher-Ury technique. These are huge changes, both in accepting the conflict resolution idea, and in admitting it is a serious, developed subject for study.

Another development: my image of conflict resolution expanded into a search for unifying knowledge across various disciplines: psychology, sociology, management, human communications, among others, presented by relevant theories in these diverse areas. There is a tendency for academics to think in tunnel-vision terms. Exploring Conflict Resolution interests on the DU campus made me think more broadly; this was exciting—we could think about forming a multidisciplinary-based community of scholars. Realizing the richness of campus resources and educational quality at

DU, I was convinced we could offer something unique. The entire building process proceeded inductively, where one contact would lead me to another, creating, in the end, a solid network. The net result was a Conflict Resolution Graduate Program that combined six different academic units at the University—a first, and a process itself that was an exercise in conflict resolution!

Your books and research interests focus on military intervention and international terrorism—conflict. Does this work connect to conflict resolution?

I firmly believe in straddling two opposing camps—international security and conflict resolution. Both are important to the course of global political events, and the two communities need to speak to one another to understand their linkage, rather than adopt a segmented approach. My current research combines all of my interests—intervention, terrorism and conflict resolution—and arose from puzzlement over the rise and fall of terrorism. We know something about triggers and causes of terrorism (foreign intervention is critical) but I wanted to understand how terrorist campaigns come to an end, where negotiation entered the scene. My current book project addresses that issue, looking at several historical cases: U.S.-Cuba conflict and Hijacking Terrorism, settled in 1973; U.S.-Iran Conflict and Teheran Hostage-taking Terrorism, settled in 1981; and U.S.-Iran Conflict and Lebanon Kidnapping Terrorism, settled in 1991. It is absolutely fascinating to understand the negotiation tactics used by the parties, and what style reaps what rewards. It's not public knowledge, and it is a very important topic. My research, part of the International Institute for Applied Systems Analysis project, "Negotiating with Terrorists," will be presented in Vienna in June.

You seem energized talking about Conflict Resolution. Why are you passionate about it?

It's the key to security, survival and contentment in the 21st Century. We all function more creatively and more efficiently under these conditions. Conflict is costly, it zaps energy and limits human growth.

What are the greatest opportunities for Conflict Resolution students? Any advice to offer?

Right now is the perfect time to be a student of Conflict Resolution—the field is fresh, ideas are new, public recognition is growing. Set these developments alongside the world of turmoil and violence, whether in the home, in the community, at school or in the workplace, and the need for expert practitioners skilled in mediation, facilitation and negotiation techniques is obvious. Our graduates are getting in on the ground floor and I believe this is very important for the future. Advice? Take theory seriously, it helps you analyze situations. Consider integrating different substantive perspectives in Conflict Resolution (management, law, social work, social psychology, international relations) it helps you get a broader, unified picture. Think about the spiritual approach to peace, Buddhism and Yoga traditions offer a calming approach. And remember, the aim is peace and harmony.

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— ALUMNI JOURNAL: WORKING AT THE UNITED NATIONS —

by Maureen Mayne, (MA '05)



Seven months ago, I realized my dream: to work for the United Nations. Seven months and three days ago, I was accepted as a project manager for the governance area in Latin America and the Caribbean.

Latin America is characterized by fragile democratic institutions. The region has a recent history of dictatorial political systems, instability and economic crisis. Although most countries succeeded in their transition towards democratic institutions and principles, a lot still has to be done. Indeed, having fair and transparent elections is not enough to call a political system a democracy. Yes, the region has successfully attained what has been called 'electoral democracies'. But it is insufficient. Constructing efficient political systems is a tough enterprise that involves working on numerous facets of democracy.

Nowadays, the political systems in Latin America suffer from a disconnection between the State and citizens who tend to use extra-institutional means to express their demands. The consequences are quite damaging for the functioning and maturation of democracy. The political parties are often quite weak; they lack credibility and struggle to relay successfully the needs of the voters, who do not trust their representatives. Thus, young democracies are ill-armed to face new

challenges such as inequality, the impacts of globalization, development of indigenous rights, environmental issues, etc.

To me, democracy is not a panacea; it's a constant re-definition of constructive relationships. A confident democracy does not fear differences, it embraces and grows from them. My philosophy is that what democracies should fear foremost is indifference and apathy — indifference from the State regarding citizens' well-being, indifference from a civil society that is unable to properly relay the concerns of a country, indifference and resignation from citizens that have lost hope for a better regime.

If I had to put that in 'congres' jargon, which I love to do for any kind of situation, I would probably say that democracies are peaceful conflict management, conflict prevention and conflict resolution systems. A good democracy searches for win/win situations. By responding in an efficient and timely manner to citizens' demands, democracies consolidate themselves and gain credibility. To me, democracy is probably the best conflict resolution instrument human beings have created.

At the UN, our programs aim to strengthen democracy by investigating the weaknesses of its institutions and by contributing, through our projects, to the better functioning of governments in their relations to the civil society and citizens. Latin America needs new bonds between government and citizens and renewed relationships based on trust, understanding and dialogue.

From a personal point of view, more than anything, I am learning. I am learning that, to make the world better, you have to convince people that what you are doing is right and helpful, as well as efficient. It

is not enough to have good ideas. You need credibility, strategies and results. You need to show that your moral values are actually 'marketable'. You can be an idealist, but you cannot be a good idealist if you are not also quite realistic and pragmatic in the objectives you set in your projects. Then, you have to question yourself and your work, all the time.

I have had three major realizations since I started my job: First, that while my Master's degree is crucial for me to do my job, I have to reinvent everything when confronted with reality, like the limitations of bureaucracy or financial resources. Second, out of the dozen internships one has to work at in order to prove oneself, it is thanks to a good internship that I applied for the position I now occupy. Thus, it is important to value internships although they can be frustrating. Last, there are two qualities that I have found extremely important: being adaptable and self-reflective. If you can adapt to people, cultures, organizational structures, urgencies, workload and if you can regularly ask yourself and people around you what you did well and what you should improve, then you will progressively feel more comfortable dealing with new situations.

When I was in high school, I had to write next to my senior photo a proverb that would best describe my philosophy of life. Without giving it much attention, I rapidly scratched a cheesy sentence. I did not realize that in this moment of perplexity and scepticism, I would actually write the rule I have followed since then. I know it is cheesy, but I have assumed it. I had written: "Always hope, never regret".

Maureen works at the United Nations Development Program, Regional Bureau for Latin America and the Caribbean as a governance project manager.

HUMAN SECURITY AND CONFLICT RESOLUTION

The current volume of the United Nations journal, *Regional Development Dialogue (RDD)*, is exclusively devoted to Human Security and Conflict Resolution. Edited by Jack Jones, Research Professor in CRI, the entire issue is a collaborative effort between the journal's publisher, the United Nations Centre for Regional Development (UNCRD) in Nagoya, Japan, and our Conflict Resolution Institute. The University of Denver has had a close working relationship with UNCRD over the years on various research and training projects in Asia and Africa, and this volume is a continuation of that collaboration.

The volume on Human Security and Conflict Resolution includes among its papers by international scholars, practitioners and policy makers, articles by CRI and other DU faculty. The editorial introduction by Jack Jones explains the role of conflict resolution in promoting social development and human security worldwide. CRI Graduate Program Director Karen Feste writes on the Israeli-Palestinian dispute with its conflict resolution strategies and peace prospects. A paper by CRI Core Faculty member Denise Pearson deals with interethnic conflict in Trinidad and Tobago and its post-colonial challenges and opportuni-

ties. Jack Jones and Kate Trujillo examine the causes and consequences of the Zapatista rebellion in Chiapas, Mexico. In a bibliographic essay, Nonny Schlotzhauer covers the literature of conflict resolution.

The role of conflict resolution in human security is not widely discussed in professional conflict resolution circles, although human security itself is at the cutting edge of international social development thinking and practice. It is our hope that the current RDD volume on the topic will raise awareness in the field. — J. Jones

GRADUATE STUDENT NEWS

THE SOCIETY FOR CONFLICT RESOLUTION (SCORE)

By Sammie Gallion, SCORE President

This Spring has been an awesome time for SCORE and its members. At the CRI Gala on May 12, SCORE had the pleasure of awarding the Brian S. Beck Achievement Award to Jason Gladfelter, past President of SCORE and a student who truly embodies the award. Many of the first year students knew no one when they moved to Denver last Fall to begin graduate work. Jason took the time out of his busy schedule to plan social events, dialogue groups, and networking lunches for the new students to participate in. He worked toward helping the first year students in the Conflict Resolution Program feel welcome and a part of the organization. Congratulations, Jason, and thank you from all of us!

The day after the Gala, SCORE held its annual Spring Picnic at Washington Park in Denver. We grilled out and enjoyed the beautiful spring weather with some very competitive games of Bocce Ball!! Many CRI students attended as well as recent alumni who were back in town for the Gala. Raffle prizes were awarded to Maureen Mayne and Jason Gladfelter.

We, as students and an organization, are looking forward to the summer months' activities. We are planning on attending a few Rockies games, having volleyball games in Washington Park, and much more. The Fall will be even more exciting as we are planning to launch our Cocktail Networking Hours with professionals from various avenues of the Conflict Resolution field. Stay tuned for more details...have a great summer!

CONFLICT RESOLUTION GRADUATE STUDENT ASSOCIATION (CRGSA)

By Carole Fotino, Outgoing CRGSA President

CRGSA presented this year's CRGSA Award for Student Excellence at the CRI Gala to Ms. Hanh Do. Hanh, a student in both the Conflict Resolution Program and in the International Studies Department, is devoted not only to her own studies but to the experience of fellow students as well. When it was realized that our burgeoning institute would need a student government as well as a student organization, Hanh volunteered to head up the formation committee for what would eventually become CRGSA – the Conflict Resolution Graduate Student Association. She then went on to nearly single-handedly create the constitution and by-laws for that same governing body. She has diligently attended every University of Denver Graduate Student Association Council (GSAC) meeting and reported back the minutes to conflict resolution students. A recent example of her dedication to detail comes to us from Thailand where Hanh is currently traveling and visiting family. Despite being halfway around the globe, Hanh did not let that stop her from delivering her minutes from the last CRGSA meeting which she sent to each of us from her hotel room via email. Congratulations, Hanh, and thank you for all your hard work!

Congratulations to the 2006-2007 CRGSA Executive Council members: President: Mikaela Ladwig-Williams, Vice President: Katie Manderson, Treasurer: Alana Berland.

CONFLICT RESOLUTION INSTITUTE

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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Conflict Resolution student panelists with Nobel Peace Laureate Jody Williams. From left: Babikir Babikir, Mikaela Ladwig-Williams, Jody Williams, Adam Christopher, Tammy Rubenstein.

— CRI HOSTS NOBEL LAUREATE JODY WILLIAMS —

On Friday morning, September 25, more than 300 people filled the Driscoll Ballroom on the University campus for an informal discussion with 1997 Nobel Peace Prize Laureate, Jody Williams. Ms. Williams was at the University of Denver to participate in the largest gathering of Nobel Laureates ever to occur outside of the Nobel Peace Prize Foundation in Norway, as PeaceJam celebrated its 10th Anniversary. PeaceJam is an Arvada, Colorado based organization that brings together Nobel Peace Prize winners to work with the youth of the world.

The ninety-minute session, hosted by the Conflict Resolution Institute, was moderated by Karen Feste, director of the Conflict Resolution Institute Graduate Program. The discussion was guided by questions posed by four student panelists, all M.A. candidates in Conflict Resolution - Babikir Babikir, Mikaela-Ladwig Williams, Tammy Rubenstein, and Adam Christopher.

Topics under discussion ranged from international peace-building to civil society, from causes of terrorism and revolution, to domestic violence. Ms. Williams' responses provided not only rich commentary but often, specific recommendations for individual actions. She believes strongly that grassroots movements and public campaigns are important to changing policies and bringing peace.

Williams received the Nobel Peace prize as a result of her efforts to ban the production and use of "anti-personnel" landmines. Through her work, 122 foreign governments signed a Mine Ban Treaty that covers victim assistance, mine clearing and destroying stockpiled landmines.

Babikir Babikir opened the discussion with the subject of anti-Arab sentiments that have swept the U.S. post-9/11 and then asked, "If you were Dr. Condoleezza Rice, would you be willing to head a team to negotiate with al Qaeda?" Noticeably surprised

WILLIAMS CONTINUED

by this question, Ms. Williams replied that yes, she would most definitely attempt to negotiate with the terrorist group, and went on to highlight the role that negotiation plays in the resolution of conflict and terrorism.

Mikaela Ladwig-Williams, a second-year master's student and president of the Conflict Resolution Graduate Student Association (CRGSA), asked Ms. Williams about the role of the United Nations in maintaining international peace and security, suggesting that since its inception over sixty years ago, the UN's efforts have been plagued by politics, a lack of funding, and lack of global support, its future impact is uncertain. She wanted to know specifically what role the UN should have in our international peace-making efforts and what steps and/or changes are necessary to strengthen the organization. In response, Jody Williams, recognizing the importance and potential of the United Nations, noted that many of the UN's flaws stem from its origins as a post-World War II creation of the self-proclaimed victors. She added that as long as the members of the Security Council, especially the United States, have veto power and general control of UN decisions and forces, it will remain plagued by politics. She noted, in addition, the gross under-representation of women in the UN as symptomatic of its structural flaws.

Tammy Rubenstein, in her questions, pursued the issue of gender equality on a community level, asking Jody Williams about the mission of the recently established Nobel Woman's Initiative to improve global justice. What major problems did the group confront with various cultures and beliefs about gender and equality? The Nobel Laureate's response emphasized the importance of sensitizing



Nobel Laureate Jody Williams and CRI Graduate Program Director Karen Feste react to a question from the audience.

movements for change to local cultural conditions in order to pursue appropriate, realistic programs for improving equality for women. She believes strongly that progress is possible, but needs to be calibrated and understood within a cultural context. Projecting an optimistic outlook, she said that careful planning and appropriate action will help individual countries in the transition process.

Adam Christopher took the discussion in another direction, raising a philosophical point about transitioning societies: "The specter of revolution and terrorism alike have plagued civil societies for generations," he said, adding that the United States itself has a rich tradition of political and social upheaval, such that its national identity even idolizes the revolutionary in some ways. "With political revolt being not only a core value, but as Thomas Jefferson said, a duty of the American citizen, how does that fit in with your conception of peaceful civil society?" Ms. Williams reminded the audience that revolution need not necessitate violence. She noted that there are many examples of political revolution that have been carried out peacefully, one example being the movement led by Gandhi.

"Ms. Williams was hilarious and provocative, and I think she is an excellent person to inspire others to action," Christina

Farnsworth, a first year Conflict Resolution M.A. student said. "I don't think anyone could have walked away without being challenged."

"My personal politics are different from Ms. Williams', but because she spoke the way she did, it forced me to open up a little and hear very real thoughts and extremely focused ideals," Joseph Gary, a first year Conflict Resolution M.A. student said.

During the final 30 minutes, Ms. Williams engaged audience members by addressing their questions, telling personal stories that led to her Nobel Peace Prize award, and urging audience members to take action to bring about change. When the session ended, the audience seemed energized and gave Ms. Williams a standing ovation. - K. Feste, M. Pilz, and K. Zimmerly all contributed to this story

***Save the date
CRI's Gala is
April 28, 2007***

JAMMING WITH PEACE JAM

By Cathy Peterman
& Mikaela Ladwig-Williams
(MA candidates in Conflict Resolution)

During the second week of September 2006, The University of Denver had the great honor of hosting the 10th Anniversary PeaceJam conference. This was in no way an ordinary conference however; in fact, it was quite extraordinary. The celebration brought together 3,000 youth from over 31 different countries with Nobel Peace Prize Winners. In an unprecedented event, 10 of these Nobel Peace Prize Laureates were brought together for the first time to share their stories, inspiration, hopes and dreams to an auditorium filled with the next generation of peace-builders.

The PeaceJam organization is an international education program built around some of the world's leading Nobel Peace Laureates: Archbishop Desmond Tutu, President Oscar Arias, Rigoberta Menchú Tum, The Dalai Lama, Aung San Suu Kyi, Mairead Corrigan Maguire, Betty Williams, Jody Williams, Adolfo Pérez Esquivel, José Ramos-Horta, and Shirin Ebadi. These Laureates work personally with the PeaceJam program and participating youth as 'peace mentors', sharing and passing on their spirit, motivation, skills, dedication, and stories. The goal of PeaceJam is to inspire and guide a new generation of peacemakers, possibly future Nobel Peace Laureates who will work to build peace within themselves, their communities, and the world.

As aspiring peace-builders ourselves, we were fortunate enough to participate in this historic conference as mentors to the youth. During this three day celebration, the Laureates urged the youth of the world to yearn for peace and to act on that yearning. As Jody Williams said, "Think of what you want to change, what needs to change and *change it*". Or as Mairead Maguire offered, "Change starts with asking the right question." Our role as mentors was to facilitate discussion around these and the many more inspirational and difficult words spoken by the laureates and encourage the youth to think creatively and actively about how they can be influential in bringing peace to the world.

The 2006 PeaceJam participants started preparing for the conference well before gathering in Denver. Most started about a year ago with a curriculum that focuses on the personal experiences of the Peace Prize winners, including Archbishop Desmond Tutu's fight against apartheid in South Africa, President Oscar Arias' efforts to negotiate peaceful settlement of the war and conflict in Central America, and Shirin Ebadi's efforts for democracy, peace and women's rights in the Middle East, among others. The youth then used these leaders as inspiration to design and engage in service-learning activities that address their own communities' needs. During this conference, the

participants were able to share these projects with the Laureate who inspired them. Watching the Nobel Peace Prize winners interact with this next generation of peace-builders and seeing the hope and excitement in everyone's eyes was truly an amazing experience.

The opportunity to work with idealistic youth who believe they can change the world was amazing. The youth were just as, if not more, inspirational than the influential leaders present at the event. Their energy, passion, and activism for bringing peace to their communities in a variety of creative avenues allowed us to renew our own enthusiasm for understanding the roots of conflicts and the different methods of managing conflicts. We were fortunate to take part in this historic event and can only hope that we touched the lives of the youth as much as they touched ours.

COLLABORATIVE GOVERNANCE CONFERENCE LAUNCHES NEW NETWORK

CRI's 2006 conference took an intermediate, regional focus. Over Memorial Day weekend, a thoughtful group convened to address how universities in the West can be better utilized to promote collaborative governance and quality solutions to public disputes. The conference was entitled, "Public Conflict Resolution and Collaborative Governance in the West: University Centers as Partners and Conveners," and was co-sponsored by the Policy Consensus Initiative (PCI) based in Portland, Oregon. Attendees represented three primary groups: University-based centers that currently provide services for addressing public policy conflicts or who partner with those who do, people from western universities interested in this work, and regional private providers or government agency in-house conflict resolution specialists interested in collaborating with universities. The conference had wide regional representation, with ten other western universities attending: Arizona, Colorado State, Hawaii, New Mexico, Oregon State, Portland State, Regis, Utah, Washington State, and Wyoming. Several locally based but nationally known private firms also sent representatives, including Keystone, Meridian, CDR, and RESOLVE.

Many western states share: (a) numerous disputes over environmental and other



Chris Carlson (Policy Consensus Initiative) welcomes participants to the conference.



Conference participants Martin Carcasson (Center for Public Deliberation, Colorado State University), Juliana Birkhoff (RESOLVE Washington DC) and Bob Varady (Udall Center for Studies in Public Policy, University of Arizona) discuss strategies.

public issues, (b) lack of official institutional mechanisms for addressing these disputes productively, and (c) a network of providers that have evolved to serve this need, yet remain isolated and autonomous.

Universities are uniquely positioned to serve political and civic leaders who are seeking to address and solve today's difficult public problems, and to help make connections with the network of providers who serve this need. As neutral forums, university-based consensus building programs can take action without taking sides. As teaching institutions, they can increase the capacity of all parties to better work collaboratively to achieve their goals. They can provide education, training, tools, resources, and information about best practices for transforming conflict into cooperation. As clearinghouses, they can connect leaders and communities with providers of substantive and/or process expertise. As institutions with public credibility, they can provide both the place and the necessary expertise to assist governments, business groups, community members, and other decision mak-

ers to collaboratively improve the design and implementation of public policies.

According to PCI's report, *Finding Better Ways to Solve Public Problems: The Emerging Role of Universities as Neutral Forums for Collaborative Policymaking*, newly developing programs face a number of important design decisions. These include choosing the appropriate location and context for the program; finding active and engaged champions; determining strategies for serving both the academic and service missions of the university; and setting a strategic program direction and a method for measuring results. In addition, program developers should consider working with partners both within and outside the university to overcome resource constraints and other barriers. They should devise outreach and promotional strategies to increase awareness and use of collaborative governance practices, enhance funding opportunities, and grow the number of advocates working toward the program's success.

CRI and PCI organized this conference to explore how to further enhance capacity

in western states for collaborative governance processes, to better tap into and utilize university resources for these processes, to link and establish relationships between service providers, to make relationships within states work more effectively, and to network across states, e.g., for sharing best practices and for collaborating on research. The conference began with a public panel, "*Solving Public Problems: Stories from the Field... (the Highway, the River, and the Public Square)*" featuring speakers Kirk Emerson (U.S. Institute for Environmental Conflict Resolution, Arizona), E. Franklin Dukes (Institute for Environmental Negotiation at the University of Virginia), and Peter Adler (The Keystone Center, Keystone, Colorado). One and a half days of sessions followed, including a variety of panels, roundtables, and open discussions. A range of topics were addressed, including: exploring university program models, building increased (internal) university capacity, building increased external capacity, bringing research to bear on public issues, and continuing to work together to address western states' needs.

Attendees were very enthusiastic about the value of the conference. Strategies were shared for addressing many ongoing challenges. Particular challenges specific to universities were also discussed, such as how to build a donor base, how to involve students in apprenticeship roles, how to walk the fine line of being involved in policy issues and yet often being a taxpayer-funded entity, and how to collaborate rather than compete with nearby entities also engaged such as private firms or government agencies.

In addition to the conference proceedings, which are currently being assembled, the conference participants decided to establish a listserv and an informal network. Washington State University professor Rob McDaniel has volunteered to host a follow up meeting of the network there in 18-24 months. - T. P. d'Estrée

VISITING SCHOLAR SHARES RESEARCH

By Jay Politzer, MA candidate in Conflict Resolution



On October 6, 2006, the Conflict Resolution Institute (CRI) welcomed Jayne Seminare Docherty, Ph.D. to the University of Denver for the first wine and cheese event of the new academic year. Docherty, an associate professor of conflict studies in the Center for Justice and Peacebuilding at Eastern Mennonite University, was invited by CRI faculty to present her new study, *The Global War on Terrorism: Learning Lessons from Waco*, to a mixture of students, faculty, and local conflict resolution practitioners.

Jayne Seminare Docherty is an Associate professor of conflict studies in the Conflict Transformation Program at Eastern Mennonite University. She consults with organizations and communities about designing dispute resolution systems that promote social change and peacebuilding and she has studied and written about confrontations between state authorities and unconventional belief groups. She is the author of *Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table*. Ms. Docherty holds a Ph.D. in conflict analysis and resolution from George Mason University.

Docherty's analysis of the 1993 standoff between federal law enforcement agents and the Branch Davidians in Waco offers some compelling insights into the United States-led War on Terror. Through examination of the efforts of the federal negotiators in the 1993 debacle, Docherty suggests that a number of their strategies parallel the approach that the United States has employed in fighting the War on Terror. She maintains that in order for the United States to effectively manage its role in the conflict, it must heed the mistakes and failed strategies of the federal agents in Waco.

In both cases, Docherty asserts that disaster transpired because apocalyptic and militantly religious beliefs, such as those held by the Branch Davidians and Islamo-Fascist militants, came into contact with the United States' unshakable perception of secular legitimacy. In order to prevent such a collapse of negotiations, Docherty stresses that the United States must recognize the inherent differences between its belief system and that of its opponents in the War on Terror. She posits that a need has arisen for "a symmetrical anthropology that treats the foundational narratives of religious and secular actors as functionally worldmaking stories." All opposing narratives, beliefs, and customs are valid in negotiations, and it would behoove the United States to adopt such a strategy that gives credence to the fundamental disparity between its traditional values and those of its opponents. Then, and only then, can the United States be prepared, when needed, to conduct effective and meaningful negotiations with those it perceives as extreme.

CRI STUDENTS LEARN VALUAB

Why Require Internships?

Research studies have shown that practical experience improves chances for landing a job. Hence the national trend in higher education, particularly for post-graduate professional degree programs, to blend academic instruction with short-term career related work through a required internship, is hardly surprising. At the Conflict Resolution Institute, all M.A. candidates must participate in our internship program, which is designed to expose students to experiential training to broaden their understanding of conflict resolution practice that may be impossible to acquire through regular academic assignments—the normal reading, writing, research and discussion occurring in the university seminar environment. An internship may sensitize a student to the importance of conflict resolution work in the real world, the multiple modes of implementing it in the market place, and the varied settings where it applies. It may also help an apprentice understand how practitioners of conflict resolution operate within different theoretical frameworks and under hidden assumptions about human behavior.

Our students have been employed as interns in government, private industry, and non-profit organizations within the Denver metro area, throughout Colorado, across the United States, and abroad. Collectively, their tasks have required management related activity, planning-research work, mediation observation and participation, counseling, and classroom teaching. These different roles match perfectly the multiple set of job categories where our conflict resolution is needed and where our graduate seek employment to enter the professional work force.

— K. Feste

United States Dept. of Justice - Community Relations Service

By Donna A. Calabrese, MA Conflict Resolution 2005



While attending CRI at the University of Denver, I experienced a remarkable internship with the United States Department of Justice- Community Relations Service (USDOJ-CRS), Rocky Mountain Regional Office (Region VIII). This Regional CRS office operates out of Denver, Colorado, and covers the six states of Colorado, Wyoming, Utah, North Dakota, South Dakota, and Montana. The internship was a natural fit with my background, prior experiences, and my pursuance of a Masters degree in Conflict Resolution.

In this arm of USDOJ, CRS is known as the Department's "peacemaker" for community conflicts and tensions arising from differences of race, color, and national origin (www.usdoj.gov/crs). CRS was created by the Civil Rights Act of 1964. It is the only Federal agency dedicated to assist State and local units of government, private and public organizations, and community groups with preventing and resolving racial and ethnic tensions, incidents, and civil disorders, and in restoring racial stability and harmony. CRS facilitates the development of viable, mutual understandings and agreements as alternatives to coercion, violence, or litigation.

After receiving official notification of my acceptance into the CRS internship program, I was highly energized about the knowledge, training/mentoring, and exposures that I was about to receive — and I was not disappointed. After an extensive background check, my initial orientation at CRS served to familiarize myself with their protocols, the substance and significance of confidentiality in this work, the mediation techniques used, and the standard operating procedures within the organization. Following orientation, my experience included: serving as a co-mediator, providing community dialogue facilitation, assisting in the training of persons who would act as self-marshals for marches and parades, and being present at protest rallies. In addition, I also helped with administrative duties and provided constructive input into the planning for the annual work plan projects at CRS. In the end, I found it to be a well-rounded and highly-educational internship.

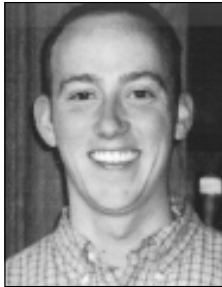
The USDOJ-Community Relations Service was, in my opinion, an ideal internship-organizational match for me that fit in accordance to my future goals and ambitions in conflict resolution and in the regional, national, and the international realms. The overall experience gave me deeper insights into the realities and the possibilities that lie out there in conflict resolution and to a deeper comprehension of the other aspects of my coursework at DU. The experience also opened doors for me and led me to the position of Special Assistant to the National Director at Headquarters in Washington, DC.

Ultimately, the CRS internship led me to have a personal and professionally stronger determination, to seek resolution and to live with a vision and a purpose in the overall scheme of things, and to have a deeper comprehension of Conflict Resolution.

LE SKILLS FROM INTERNSHIPS

Jefferson County Mediation Services and Mediation USA

By Andy Owsiak, MA Conflict Resolution 2005



I had the unique experience of performing internship responsibilities for two distinct organizations: Jefferson County Mediation Services (JCMS) and Mediation, USA. JCMS provides mediation services to the residents of Jefferson County, Colorado. It also serves as a resource for county offices that encounter cases amenable to mediation. These offices regularly

refer cases to JCMS involving barking dogs, neighbor relations, code enforcement, and child custody/parenting arrangements.

Additionally, JCMS makes a team of mediators available to small claims court on each evening that the court is in session. In this triage-type setting, mediators typically experience cases involving contract disputes, employer/employee relations, and property damage.

Mediation, USA, on the other hand, is a private company focused on providing mediation services primarily to federal agencies. As a private entity, the company can develop expertise in certain case types by narrowing its focus and concentrating its efforts on these cases. The president of Mediation, USA, conducts the majority of mediation sessions herself, and also customizes training programs in communication, mediation, and conflict resolution for various audiences. The responsibilities of my internship experience were similar across both of these distinct organizations. In particular, I assisted both offices in tracking case data. The variables involved interpretations of success in mediation (e.g., was a memorandum of understanding completed and signed by the parties), the time invested by the organization (e.g., how many mediators worked on the case and their respective time commitments), or logistics (e.g., who was involved). In the case of JCMS, this work afforded opportunities to observe mediation sessions, which eventually transitioned into a position as a volunteer mediator. Mediation, USA, provided similar experiences. After a few months of tracking case data, I was invited to serve as a co-mediator for a federal employment discrimination case and eventually assisted in the creation and design of new mediation training materials.

Although these experiences taught me many things, there are three main lessons that hold particular value. First, there is no

universal manner for tracking and analyzing cases. Different organizations capture different variables when reviewing cases, which are based on the value structure of that organization. A public entity might track signed agreements, since it must continually fight for a budget. Or two entities may track the same variable, but define it differently. Thus, difficulty arises when mediation is studied as a field, as statistics are not always comparable across organizations. This illustrates the ongoing discussion in conflict resolution literature regarding what constitutes “success” in mediation (among other topics). [See article in Dec 2005 CRI Newsletter]

Second, different situations require different approaches. This may appear to be a simplistic conclusion to reach, but it is hard to hear such an assertion in a classroom and know what it means. Mediation texts will often iterate that each case is unique, requiring the mediator to navigate the unknown and employ a variety of skills and techniques to make the process work to its fullest potential. Until one is placed in such situations, however, it is impossible to understand what choices will need to be made and when the opportune moment is in which to make them. Only participating in the mediation process can teach a mediator how to adapt the process to fit the contextual variables at hand.

Finally, conflict resolution texts and courses tend to repeatedly answer student questions with one phrase: “it depends.” In the classroom, this can cause frustration. But in practice, there really is no *one* answer to any process question related to mediation. The context drives the process. When to intervene to reestablish behavioral guidelines, how to handle difficult people, when and how to caucus, and what questions to ask all depend on the parties involved and their disposition at any given moment. In short, it really does just “depend,” and only getting beyond the classroom can demonstrate what this truly means.

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CRI PROFESSOR SPOTLIGHT: DR. JOHN JONES



CRI Research Professor
John "Jack" Jones

Dr. John "Jack" Jones spent 18 years at the University of Denver's Graduate School of Social Work first as Dean, then Professor. Upon his retirement in 2004, he joined the Conflict Resolution Institute as Research Professor. Dr. Jones can be reached at jojones@du.edu.

How did you become involved with the Conflict Resolution Institute at the University of Denver?

Somewhat accidentally, actually. Years ago, I was invited to participate in an oral exam for one of the master's students in the Conflict Resolution Program and was very impressed with the caliber of students in the program. That got me started. I asked for a spot in the program, and in time became Research Professor.

As a Research Professor, what particular ideas or events attracted your attention in the conflict resolution field?

As a Research Professor, what struck me about the field of conflict resolution was its apparent neglect of developments in human security. True, the role of conflict resolution in international affairs was widely discussed, but human security at the cutting edge of global development was receiving less attention in our discipline. I felt this was a missed opportunity.

Traditionally, the notion of human security was based on "state security" – a concept that dates back to the 17th century when peace meant defending national

borders militarily. Even today, you'll find governments primarily thinking of security as defending borders, accumulating arms, etc. In point of fact, if you're looking at human security, you should be concerned with people and communities.

Human security has two aspects: first, *provision* – combating the fear of want, of poverty through the provision of livelihood and the social services essential for peace; and secondly, *protection* – combating the fear of violence and the denial of human rights (embodied in the UN Charter). Sometimes protection means a political approach – keeping combatants apart. Sometimes it means insisting governments protect their minorities from an oppressive majority and sometimes it means protecting citizens from their own governments. An example of failure in both provision and protection is Darfur in Sudan where you have genocide occurring.

Insecurity is very often the direct result of poverty. If you look at Africa, for example, there is currently a great deal of violence arising from poverty – through lack of natural resources, lack of access to education, and lack of access to trade, all of which can give rise to violence.

Can you tell us a little about your recent work editing a journal for the UN?

The field of conflict resolution has always given attention to international affairs, but not specifically to human security. I set about trying to link CRI with the United Nations, specifically with the United Nations Center for Regional Development (UNCRD), through my association with both organizations. Toward that goal, I recently had an opportunity to edit a UN journal, *Regional Development Dialogue* (RDD), a special issue devoted to human security and conflict resolution. The journal was a collaborative effort between the

journal's publisher, UNCRD in Nagoya, Japan, and our Institute. It included among its papers articles by CRI faculty. CRI Graduate Program Director Karen Feste contributed a paper on the Israeli-Palestinian dispute with its conflict resolution strategies and peace prospects. Another paper by CRI Core Faculty member Denise Pearson deals with interethnic conflict in Trinidad and Tobago and its post-colonial challenges and opportunities.

What would you say are the greatest opportunities for conflict resolution students entering the profession today? Do you have any advice for our students?

Conflict Resolution expertise is increasingly recognized as a critical skill. Our students find jobs when they graduate. It takes a little time and a little patience to get the exact job you're looking for – but conflict resolution jobs do exist and they exist in the international arena as well, both with the UN and also with NGOs that work abroad.

Do you think our students are entering the profession at a good time, when conflict resolution concepts are more widely accepted and acknowledged?

I do think this is a good time to be entering the profession. Decision makers at the international level now realize that we need conflict resolution practitioners. That is certainly true in Africa and South America. UNCRD, among other agencies, now stresses this – a huge step forward.

My advice to students wanting to work in international conflict resolution is to scout out the field (including the broader area of social development), be patient, take advantage of opportunities that present themselves, and give themselves time to find that perfect job.

— CRI BEGINS PROJECT WITH TBILISI STATE UNIVERSITY —



Map of the Republic of Georgia

CRI has received funding for a three year project with the Department of Social Psychology at Tbilisi State University (TSU), Republic of Georgia, to develop a Georgian university-based clinic as a training center and curricular model that will support a growing cadre of mediation and conflict resolution practitioners in the South Caucasus region. The project is funded through the United States Agency for International Development (U.S.AID) New IDEAS Partnership Program, and the Higher Education for Development (HED) office. Through intensive training, classroom seminars, and mediation observation and practice, students in this mediation clinic will learn to mediate various civil and community disputes. Besides training TSU's Conflict Resolution M.A. students, the clinic will provide free and confidential mediation services to the general public as well as staff, students and faculty at the University. Specialized mediation services will also be provided to Georgia's reforming business, legal, and educational sectors.

The Republic of Georgia is now well into the second decade of transition from communist rule to free-market democracy. As with many countries in the surrounding region, monumental social, political, and economic changes have produced both significant advances and significant chal-

lenges. Georgians have gone through civil war, the accumulation of great wealth in the hands of a few, and the expansion of crippling poverty. Despite significant changes, the transition to the new system remains incom-

plete. Communities and institutions are seeking ways to manage tensions during these times of transition, as reforms at all levels are instituted.

Georgia's mix of rapid reform, long-standing ethnic tensions, and economic challenges make it a setting for simmering hostilities. Changes in standard operating procedures, business norms, educational guidelines, and administrative and legal practices add to the uncertainty produced by uncertain economic conditions. Under such circumstances, conflicts are inevitable, yet the post-Soviet vacuum in social capacity for resolving conflicts has been slow to fill with resurrected Georgian customary practices.

Nowhere is the need for conflict management skills more critical than in communities of internally displaced persons. (IDPs) Georgia itself is ethnically diverse, and as Georgia broke away from the crumbling Soviet Union, different ethnic regions within Georgia themselves made claims for autonomy. Georgia now has several areas recognized as conflict regions including: Abkhazia, South Ossetia, Adjara, and Javakheti Province. Conflict in these regions has resulted in massive internal displacement of people. Georgia now has over 280,000 internally displaced persons as a result of ethno-political conflicts that occurred during 1991-1993.

Mediation is a process used in many cultures where an impartial party assists other parties in resolving their own disputes, building constructive working relationships, and designing systems for managing future conflicts in organizations and communities. It complements traditional judicial processes that allow for process control by participants and results in accountability for and investment in solutions. For many types of disputes, it is more effective and appropriate than a court process. Historically in Georgia as well as in the whole South Caucasus region, people had strong traditional mechanisms of conflict management through mediation, but these traditional mechanisms no longer operate and the experience of Georgian mediation has been lost.

While international governmental and nongovernmental entities have attempted to bring outside mediation and conflict resolution expertise to the region, local expertise in conflict resolution with the insight of insiders to the conflicts has only recently begun to be established. TSU, with its newly established degree in conflict resolution, has taken an important first step in preparing a cadre of specialists. What this project plans to create is hands-on training, supervised by experienced mediators, as well as a logical institution for providing mediation services. The project will begin to address existing tensions by increasing the capacity of both citizens and specialists to manage conflicts more effectively with hopes that insider insight will help to address both the enduring and the future conflicts of the region, and provide for peace, security and development for its people.

— T. P. d'Estrée

PLAN ON ATTENDING CRI'S UPCOMING CONFERENCE

Peacebuilding and Trauma Recovery: Integrated Strategies in Post-War Reconstruction

University of Denver, February 22-24, 2007



The conference will examine the important interface between peacebuilding and trauma recovery during post-war reconstruction. Conference participants will explore, through panel discussion, topic-specific workshops and informal discussion, the research and practical applications of trauma recovery processes within the larger peacebuilding process. Peacebuilding theorists and practitioners, psychologists, cultural anthropologists, indigenous healers, and others engaged in the work of transitional justice, post-conflict healing, and peacebuilding are invited to participate in this important conference.

Panel themes will include: The nature of collective vs. individual trauma, the importance of cultural variables, justice and healing, TRC's and their recommendations, the role of spirituality, integrating peacebuilding and trauma recovery, guidelines for informed field practice.

For further information, including the Call for Papers, please visit

www.du.edu/con-res/center/February2007Conference.htm.

Co-sponsored by the Conflict Resolution Institute and the Graduate School of Professional Psychology's International Disaster Psychology Program at the University of Denver, and the Center for Justice and Peacebuilding at Eastern Mennonite University

GUEST COLUMN

INTERFAITH ACTIVITY IN SALT LAKE CITY



By Linda Nobis

**Linda Nobis teaches
Communication courses for Salt
Lake Community College and
Online for the University of
Denver's University College.**

I recently moved from Colorado to Salt Lake City, Utah. My curiosity as a non-Mormon resident in a city where this religion dominates life and culture led me to research both historical and current accounts of how the Church of Jesus Christ of Latter Day Saints (LDS, or commonly, Mormons), interacts with other faiths.

Mormons and non-Mormons have been finding ways to coexist in Utah since the 1800s. In the 19th century, Utah served as a stopover for settlers and prospectors on their way to California. In 1847 the Mormons arrived as permanent settlers in the Wasatch Valley. Immediately, there arose tension between faiths. Brigham Young initially refused to allow non-Mormon services to be held in any public facility. However, as time passed and relationships were formed, this policy was relaxed. In 1899 the Catholic Church broke ground for a major cathedral to rival the Mormon temple, situated on the same street in Salt Lake City. Presbyterians soon laid the cornerstone for their flagship church in 1903, one block from the Catholic Church.

The Transcontinental Railroad construction (completed in 1869 at Promontory Point, Utah) also meant an influx of workers who brought other faiths into the community. As the groups interacted and moved towards the goal of Statehood, it became apparent that a way to coexist would have to be found. Federal troops who were sent to oversee the transition from Territory to Statehood in 1890 brought even more diverse representation of ethnicity, culture, and religion into the fledgling state.

Much more recently, the 2002 Winter Olympics positively impacted interfaith activities. The Olympic charter mandates that the host city provide venues for worship and spiritual guidance for the world's athletes. This requirement resulted in the development of the Interfaith Roundtable, begun in 1998, which was created to address how best to meet the needs of the athletes. This body represented the LDS church, Protestants, Catholics, Jews, Hindus, and Muslims. Relationships that ensued from this planning committee continued beyond the Olympics. The Roundtable meets regularly today, and includes a lunchtime forum for building relationships and understanding. The mayor's office also has created a group called "Bridging the Religious Divide". The first phase of this program attracted six hundred people.

The interfaith dialogue that began with the arrival of miners, settlers, and soldiers has become an infrastructure that can possibly address how to move forward as a modern community of all faiths.

GRADUATE STUDENT NEWS

CRGSA & SCORE— Uniting Together

By Mikaela Ladwig-Williams, CRGSA President

During the Fall quarter, *unity* proved to be the central theme guiding the Conflict Resolution Graduate Students Association (CRGSA) and the Society for Conflict Resolution (SCORE). The SCORE board and the CRGSA board decided to unify their efforts in the hope of being able to better reach the student population, as well as community members.

Our first joint initiative focused on the new student orientation in September. While both organizations presented information at the faculty-led new student orientation, SCORE and CRGSA wanted to do more to connect with the new conflict resolution class. We developed an additional student-led orientation session to open the lines of communication between incoming students and current students, to share our experiences, lessons learned, and recommendations in the hope of paving the road for a smooth transition and their future success in the program. The orientation was a great success and will become an official part of new student orientation activities.

Following the success of our first joint SCORE-CRGSA venture, officers of the two organizations were motivated to make this union official and long-lasting. Our next initiative became the merger of the SCORE and CRGSA Boards. Considering the small size of the Conflict Resolution student body and the speed at which students were finishing the program, it was evident that forming two student Boards each to serve only a year term was unrealistic. For this reason, as well as to increase student unity within the program, SCORE and CRGSA reformed the organizations' constitutions to make CRGSA the central Conflict Resolution student organization from within which SCORE (in name only) would continue to serve student and community members. This merger passed with a unanimous vote at our open student meeting in October and will officially be enacted with the election of the new 2007 CRGSA board.

During the Fall quarter, our central event focused on International Conflict Resolution Day—October 19th, 2006. This day of recognition and celebration of the conflict resolution field was established by the Association for Conflict Resolution. Our goal was to bring together the Conflict Resolution Institute students, the University of Denver community, and the general public to talk about

conflict resolution and its vast and significant role both locally and internationally. Working with several prominent conflict resolution practitioners from the Denver area, creating the 2006 Colorado International Conflict Resolution Day Committee, CRGSA-SCORE coordinated a dynamic panel discussion. The topic for this discussion was "*The Reality of Conflict: When Does Push Come to Shove*", addressing the complex and diverse nature of conflict and conflict resolution in personal, private, and international arenas. The panelists consisted of highly respected and experienced practitioners all connected to the Conflict Resolution Institute: Melodye Feldman—Executive Director of Seeking Common Ground, Patricia Whitehouse—KUSA/KTVD Human Resources Manager and University of Denver Conflict Resolution graduate, Grace Sage—US Department of Justice Conciliation Specialist, and Akbarali Thobhani—Metro State African and Middle Eastern Studies Professor. Our celebration served to be an intellectual and insightful discussion, a successful event we look forward to repeating next year.

In our final days as SCORE and CRGSA Board members, before we regretfully yet enthusiastically pass on the torch, we will be hosting the Fall end of the quarter social. Finally, in our last unifying effort, CRGSA and SCORE have had Conflict Resolution tee shirts made for all current students, a gift from us to the CRI student body. It is our hope that these shirts will represent our shared passion and future work in conflict resolution, as well as the importance of working together and maintaining a sense of humor.

Congratulations to the new 2007 CRGSA Executive Council members. President: Luke Yoder, Vice President: Joseph Gary, Treasurer: Jay Politzer, Secretary: Katy Harshbarger, Activities Coordinators: Shanna Tabatcher and Mila Pilz.



Panelists for CRGSA's International Conflict Resolution Day event: (from left) Patricia Whitehouse, Melodye Feldman, Grace Sage, Maureen Coghlan, and Akbarali Thobhani.

CONFLICT RESOLUTION INSTITUTE

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For more information about the Conflict Resolution Institute and its programs please visit our website at
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PEACEBUILDING AND TRAUMA RECOVERY CONFERENCE COMES TO DU

In February, the Conflict Resolution Institute hosted our annual conference, "Peacebuilding and Trauma Recovery: Integrated Strategies in Post-War Reconstruction," which proved to be one of our most significant achievements to date. This conference was co-hosted by CRI, The Center for Justice and Peacebuilding at Eastern Mennonite University, and the International Disaster Psychology Program of DU's Graduate School of Professional Psychology. The latter unit contributes faculty members Judith Fox and Janet Shriberg to our Conflict Resolution faculty roster.

This conference was held February 22-24, 2007, and brought together peacebuilding theorists and practitioners, psychologists, cultural anthropologists, and others engaged in the work of transitional justice, post-conflict healing, and peacebuilding. The conference achieved international visibility and drew marked acclaim from participants.

Scholars from around the world came to DU to discuss topics from peacebuilding in Rwanda and the Balkans, to reintegrating soldiers into society, to educating caregivers on the importance of addressing

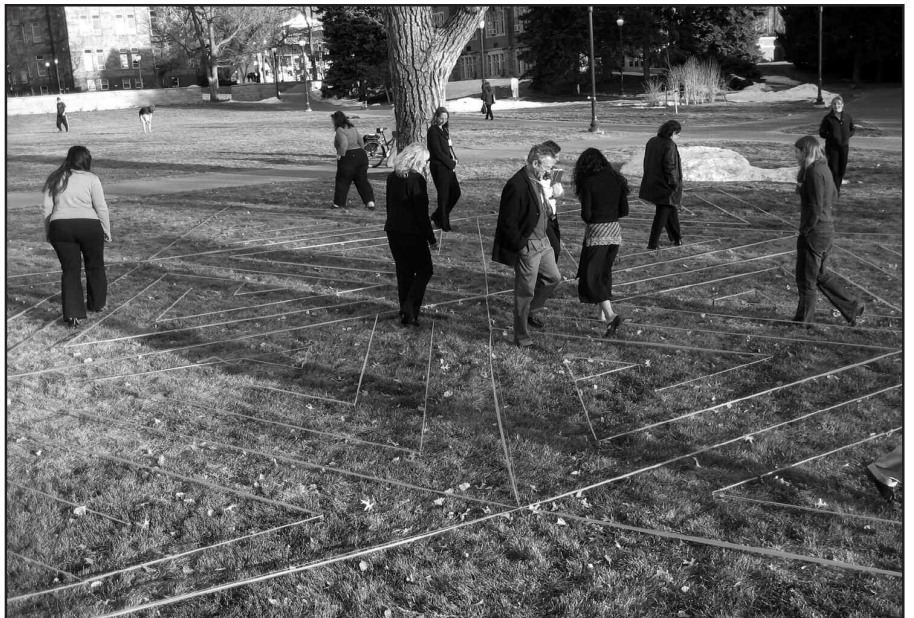
trauma through peacebuilding efforts. Almost 20 panels were held during the three-day conference, with keynote addresses by Dean Adjuikovic and John Paul Lederach (joint), Yael Danieli and Vamik Volkan.

The conference goal was to examine the important interface between peacebuilding and trauma recovery during post-war reconstruction. Though often working next to each other in the field, these two areas have had too little opportunity to compare notes, share wisdom, learn of each other's research, and plan for joint



Above: Trauma expert Yael Danieli shares a personal anecdote during her keynote address.

On Right: After a light snowfall, Robert Wertz leads conference participants in experiencing the Merkaba Mandala Project.



PEACEBUILDING AND TRAUMA RECOVERY

approaches. Those working in postwar reconstruction often have had to proceed with intervention ill-prepared in the knowledge and insights from critically related fields. Conference participants explored, through keynotes, panel discussions, topic-specific workshops and informal discussion, the research and practical applications of trauma recovery processes within the larger peacebuilding process. This conference allowed not only the presentation of the most current thinking in both fields, but through discussions and integrated panels and keynotes it took significant steps toward developing guidance for integrating work in these fields to best address the challenges of post-war communities. Conference outputs, still in progress, include the publication and distribution of proceedings, a website and network, and a committee tasked with developing a field guide for more informed practice. Several participants called for the creation of both a network and future integrative conferences.

In addition to this conference representing an opportunity to both bring the two fields up to date on each other's work over the last decade, it was also a chance to expand participation to a larger group and to include incoming, younger scholars and practitioners. In addition to professionals and scholars, graduate students from all three sponsoring programs (CRI, Disaster Psychology, and EMU's Justice and Peacebuilding), as well as those from International Studies, attended in significant numbers,



Above: Conference Co-Chair Barry Hart from EMU opens the plenary dialogue between Dean Adjukovic and John Paul Lederach.

On Right: Conflict Resolution M.A. students Luke Yoder, Leslie O'Rourke and Rena Gardenswartz reflect on their day of conference volunteering.



DU's Anne DePrince describes her work on the impact of trauma in children, while panel members Judith Fox, Conference Co-Chair, and Melodye Feldman look on.

and our conference staff included several hard-working student volunteers from these three programs. Two CRI students continue to assist in the preparation of the conference proceedings. Of note also was the participation of government agencies, such as the US Institute of Peace, and INGO's, such as Catholic Relief Services and WorldVision.

Students and participants alike found this conference to be a unique opportunity to explore the connection between achieving peace and addressing the psychological needs of populations in conflict areas. Participants left with a strong commitment to continue bringing the fields of conflict resolution and trauma recovery together.

- T. P. d'Estrée, L. O'Rourke and S. Tabatcher



VISITING SCHOLAR DR. RONALD FISHER BRINGS EXPERTISE TO CRI

In February 2007, CRI had the honor of hosting Dr. Ronald Fisher for a 10-week appointment as Senior Visiting Scholar. Students and faculty all benefited from his approachable manner and his willingness to share both his expertise and his time, and he contributed to many significant events during his time at DU.

Dr. Fisher came to the Institute from American University in Washington, D.C., where he is a Professor of International Relations in the Division of International Peace and Conflict Resolution in the School of International Service. He has a distinguished and extensive background in interactive conflict resolution, which involves informal, third party interventions in protracted and violent ethno-political conflict. Dr. Fisher has worked on the longstanding dispute in Cyprus and similar conflicts in other parts of the world.

Dr. Fisher arrived in Denver in time to attend CRI's February conference Peacebuilding and Trauma Recovery: Integrated Strategies for in Post-War Reconstruction, chairing a session on Integrating Trauma Studies and Peacebuilding in Educational Settings. He presented a paper entitled "The APA/CPA Ethnopolitical Warfare Initiative and Curriculum" which provided an overview of the work and product of a Curriculum Design Task Force mandated by the Joint Initiative of the American



Professor Ronald Fisher describes his latest research to CRI Faculty.

and Canadian Psychological Associations on Ethnopolitical Warfare. This Task Force produced a graduate level curriculum that combined trauma relief with conflict resolution in the context of peacebuilding. This curriculum can be accessed at www.psysr.org/EPW%20contents.htm.

While at the Institute, Dr. Fisher presented to faculty, gave guest lectures, held office hours, chaired a symposium on Cyprus (see box) and taught a three day intensive course for graduate students. The course, "Interactive Conflict Resolution: Concepts and Skills for International Peacebuilders," provided an overview of Interactive Conflict Resolution which uses various methods to engage members of conflicting identity groups or nations in face-to-face dialogue, conflict analysis, cross-conflict training, problem solving, and reconciliation directed toward the building of peace with equity and justice. Dr. Fisher's model of third party consultation was offered as a guide for leading conflict analysis and problem-solving workshops which bring together unofficial representatives of conflicting parties. Graduate students participating in the course also had an opportunity to engage in shared self-reflection on their own interests and aspirations as facilitators and peacebuilders.

Dr. Fisher produced an extensive bibliography during his visit, with assistance from CRI master's candidate Dennis Barbour, "Applications of Social Psychology to International Conflict: An Endnote Electronic Bibliography." This publication is being offered for sale as part of the Institute's Working Paper Series (see newsletter insert).

Symposium Examines Bicommunal Work in Cyprus

On April 18, 2007, CRI hosted a public forum chaired by Dr. Fisher, The Cyprus Conflict and Bicommunal Peacebuilding Efforts, which brought together experts on the Cyprus conflict for a public discussion. Harry Anastasiou (Portland State University) began the workshop with a presentation outlining the history of the Cyprus conflict from inception to the current time, Benjamin Broome (Arizona State University) then led a discussion on an overview of bicommunal efforts from 1990-2006, followed by Michael Donahue (Critical Mass Leadership, Denver) outlined an example of current bicommunal work in his organization's youth leadership camp. Diana Chigas (Collaborative for Development Action, Cambridge) closed the panel by discussing how to evaluate the variety of peacebuilding programs. The forum was followed by a wine and cheese reception. The public forum was followed by a two-day workshop on April 19-20, attended by 19 invited experts on the Cyprus Conflict.

- T. Thompson

PLANNING PROCEEDS FOR GEORGIAN MEDIATION CLINIC

In November, a team from the CRI traveled to Tbilisi, Georgia, for the first faculty exchange visit of the partnership project with Tbilisi State University. This project is funded by USAID through Higher Education for Development (HED) (for project outline, see *CRI Newsletter*, Vol. 2, Number 1). Beyond the forging of relationships between DU and TSU, the focus of this visit was to assist with the assessment of the need and scope of a university-based mediation clinic in Tbilisi, and to discuss clinic models and options. Accompanying me were Professor Ruth Parsons, CRI Research Professor and Social Work professor emerita, DU Vice Provost James Moran, also a Social Work professor, Robin Amadei, professional mediator and trainer and adjunct DU professor, and Cynthia Savage, Director of the Office of Dispute Resolution in the Colorado Judicial Branch, who years ago also founded the DU College of Law's mediation clinic.

Georgians are wonderful hosts, and our welcome began the day we arrived, when we were welcomed at the airport by Professor Guguli Magradze even though it was 4 am. After our initial rest, she had arranged for two of her graduate students, Giorgi and Lena, to be our guides on a tour of Tbilisi. Tbilisi is a beautiful medieval city hugging the riverbanks of the Mtkvari River, and reflects the crossroads of cultures it has historically hosted. Professor Magradze later included us in the baptism of



Robin Amadei facilitates discussion with Georgian graduate students in TSU's Institute of Conflict Analysis and Management.

her granddaughter in an Orthodox Christian cathedral, after which we were included in a large, traditional Georgian banquet, or *supra*—large both in terms of participants and in amounts of food.

Georgian life seems to be in general more subject to unpredictable constraints of weather, utility variations, resources, and political developments. Georgians by their nature are flexible



Cynthia Savage, TSU's Guguli Magradze, Tamra Pearson d'Estrée and Robin Amadei answer questions from Georgian Parliamentary members.



Above: Project team members from DU and TSU pose with TSU's Rector.

On Left: Tbilisi State University's graduate student Lela Topuria shows DU's Vice Provost James Moran, Robin Amadei and Tamra Pearson d'Estrée the Metekhi Church and Old Tblisi.

PLANNING PROCEEDS

and good-natured in their response to such unpredictabilities, and cope easily and resourcefully with what they are faced. We learned the value of such flexibility. Professor Magradze learned while at this same banquet that her President, Shaakishvili, had to journey to Strasbourg in 48 hours to address the European Parliament on the then pressing issue of escalating hostilities with Russia. As an influential member of parliament, she had been called to join the parliamentary delegation accompanying him. With her resourcefulness, and with the flexibility of her colleagues, she was able to reorganize our week's work schedule so that she could manage it all with the quick parliamentary trip also. The first joint team meeting, moved to that next day (Sunday) was infused with a shared sense of both the critical nature of this project, and the critical time and opportunity they in Georgia were facing.

In addition to meeting with TSU faculty and administration, TSU project faculty also felt it important to make the university community aware of the forthcoming mediation clinic and its

benefits. At an open lecture, Ms. Amadei introduced the topic of mediation, its variants, and its place in the conflict resolution spectrum, and Ms. Savage outlined the nature and benefits of a mediation clinic. TSU conflict management graduate students also received advanced training in mediation from Ms. Amadei, and in cultural analysis of mediation models with Professor Parsons. Professor Magradze felt that another important part of the groundwork for bringing mediation to Georgia lay in establishing a relationship to the court system (as in the US), cultivating a relationship with judges as likely referral sources, and in developing and passing legislation that permits and encourages all of this to happen. To that end, she arranged for DU team members to join her in presenting a special session to Parliament on the nature and benefits of mediation and a mediation clinic. This session was attended by several parliamentarians, judges, and the media. We left feeling once again the tremendous opportunity that Georgians have to create a uniquely Georgian system for multilevel dispute resolution, and we felt privileged to witness its beginnings.

-T. P. d'Estrée

TEACHING IN TRINIDAD

By Karen A. Feste



Dr. Karen Feste, Co-Director of the Conflict Resolution Program.

As part of a U.S. government sponsored grant between the University of Denver Conflict Resolution Institute and the University of the West Indies- St. Augustine Campus Behavioral Science Division to develop mediation capacity building in Trinidad and Tobago, I taught an intensive one-month graduate course “Conflict Resolution Theory and Approaches” introduced as a new class in the curricu-

lum for students enrolled in their post-graduate diploma program and the recently developed master's degree at UWI, at the beginning of the University's spring semester, 2007.

The class met twice-weekly, from 5-8 in the evening, over a four-week period from roughly mid January through mid February. The scheduling was perfect. During this period Denver weather was a series of snowy blizzards, cold days, and impassable roads while the Caribbean (the Island of Trinidad is just seven miles off the coast of Venezuela) was balmy: warm, sunny, tropical. Relaxed. Carnival season celebrating the start of Lent (the country hosts the third largest festival in the world!), culminating in late February, was well underway. An energetic atmosphere of anticipation and creativity prevailed; the spirit was captured in the seminar as well. How do national events lay bare aspects of social conflict? And, how do these events likewise, reflect norms of conflict resolution? Such broad issues were brought into discussion. There were 31 students in the “seminar,”—mostly mid-career, full-time employees; their professional backgrounds diverse: law, theology, teaching, business—including oil and gas, and utilities. Several came from the police department (human resources, probation), others from government (foreign ministry, social development—national and provincial levels). The group represented all parts of the island of Trinidad, from Port of Spain to San Fernando,

and three traveled from the neighboring island of Tobago. Many were experienced mediators. Everyone had some background in Alternative Dispute Resolution techniques and familiarity with basic ideas.

Many of the students were active in discussion sessions, asking questions, and presenting individual points of view. Most of my lectures and the discussion sessions were tape recorded and transferred to CDs. I found the teaching experience quite rewarding. At the concluding session, they gave me some positive feedback of support, so I believe we had a good mutual relationship.

Class assignments were required to follow the plan provided by UWI with respect to what had been approved by the higher administration for this new course.

We also held a few class exercises. Two especially stand out: The “dialogue design” required each student to organize a plan along Yankelovich's *The Magic of Dialogue*, for getting people of Trinidad together on the crime problem, produced a number of creative ideas. The other, at the final class session, required small groups of students to construct a Conflict Resolution Practitioner Oath along the lines of the Hippocratic Oath taken by Medical Professionals. Some of the phrasing was truly stunning, poetic.



The island of Trinidad offers incredible beauty.

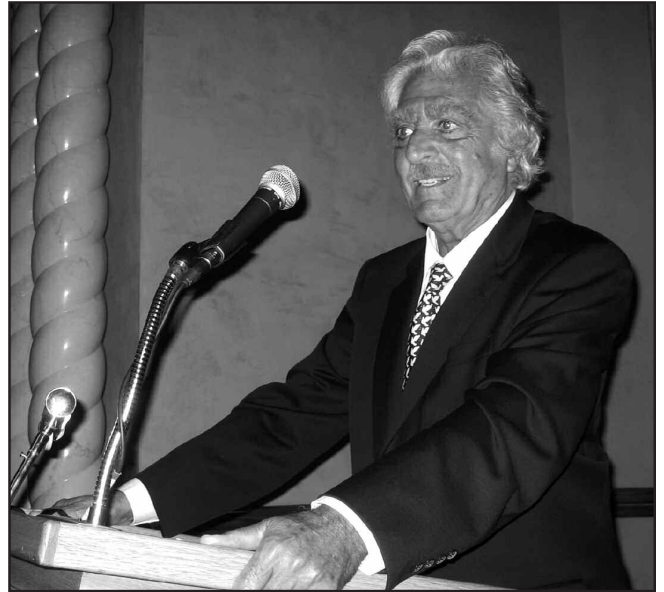
SAID SPEAKS TO 2007 GALA ATTENDEES

CRI hosted its third annual Gala on April 28, 2007, on an unusually warm spring evening in the elegant Gottesfeld Room in the Ritchie Center on the University of Denver campus. Attendees at the event included CRI Advisory Board members, faculty, visiting scholars, staff, current students, alumni, and community supporters.

The program opened with greetings from CRI's two international projects: Ms. Karene-Anne Nathaniel, visiting scholar from the University of the West Indies, Trinidad and Tobago, welcomed Gala guests, followed by a video welcome from Professor Guguli Magradze from Tbilisi State University, Republic of Georgia.

The after dinner program began with recognition and acknowledgements of Institute faculty, Advisory Board members, staff and recent graduates. Three awards were also presented: the third annual "Best Thesis" award presented by CRI for the best thesis completed in 2006, and the two recognition awards to outstanding students from the student organization CRGSA. The evening ended with a compelling presentation, Making Peace with Islam by featured speaker, Professor Abdul Aziz Said.

Abdul Aziz Said is founder, current director, and professor of the American University's Center for Global Peace which undertakes a range of activities aimed at advancing under-



American University's Professor Abdul Aziz Said delivers thought provoking remarks on the U.S.'s relationship to Islam.

standing of world peace. Dr. Said is the senior ranking professor of international relations and the first occupant of the Chair of Islamic Peace.

The Best Thesis award, and its accompanying monetary prize of \$500, was presented to Ariana Harner by the first recipient of the award, Patricia Whitehouse. Ariana's thesis is entitled "Dialogue as Community Transformation: Possibilities and Limitations."

CRI's Conflict Resolution Graduate Student Association (CRGSA), selects two students each year who exemplify the organization's goals of integrating the experience of master's students with faculty, the university, the larger community and with each other. This year's recipient of the CRGSA Award was Mikaela Ladwig-Williams, past President of CRGSA. CRGSA chose Cathy Peterman to receive this year's SCORE Award for Student Excellence. Mikaela and Cathy will each receive a one year membership to the Association for Conflict Resolution – the national organizations for conflict resolution – courtesy of the student group.



Alum and donor Patricia Whitehead presented the annual Best Thesis Award to Ariana Harner.

- T. Thompson

CONFLICT RESOLUTION INSTITUTE

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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Winter 2008 • Vol 3 • Number 1

REPUBLIC OF GEORGIA MEDIATION CLINIC TAKES SHAPE WITH INPUT FROM COLORADO MEDIATORS

Colorado mediators and conflict resolution trainers offered their expertise and ideas to CRI's visiting delegation from Tbilisi State University in the Republic of Georgia as they continue plans for the first university-based mediation clinic in the region. Through their partnership with CRI, TSU seeks to create an educational training center and curricular model that supports a growing cadre of mediation and conflict resolution practitioners in the South Caucasus region. This project begins to address existing tensions emerging from extensive societal reforms, an ethnically diverse citizenry, economic challenges, and a legacy of uprooting conflict by increasing the capacity of both citizens and specialists to manage conflicts more effectively (see *CRI Newsletter*, Summer 2007).

For ten days in May, our three primary TSU faculty partners visited Denver and DU. Goals of this particular visit were to further plan their mediation clinic and associated changes in the masters curriculum, to visit local internship sites where DU graduate students gain mediation experience, to visit mediation clinics and centers around Colorado, and to learn more about how mediation centers and clinics work with local government agencies, the courts, and the larger judicial system in the United States.

Several program administrators for Colorado's Office of Dispute Resolution (ODR) hosted meetings for the visitors. After meeting first with ODR director Cynthia Savage for an overview of Colorado's judicial branch and its mediation programs and partners, the Georgian faculty visited several county offices during their trip. At each location, program administrators arranged for them to talk with judges supportive of mediation programs, and to talk with program staff about how mediation services are provided to the courts. Meetings were hosted by Trish Elledge at the Arapahoe County Justice Center, Sue



CRI Co-Director Tamra Pearson d'Estrée hosts a meeting between Colorado mediation experts and visiting TSU faculty. From left: T. P. d'Estrée, Cynthia Savage (CO), Revas Jorbenadze and Guguli Magradze (TSU), Robin Amadei (CO), and Medea Despotashvili (TSU).

Taigman, program administrator for Boulder and Jefferson Counties, and Michelle McKenna, El Paso County program administrator. Suzanne Walker hosted observation of a mediation. Patricia Whitehouse (MA '01) and Deb Sperlock also briefed them on the CAMP program at the offices of the Colorado Bar Association, where CRI MA student and intern Katie Harshbarger described how her internship there allowed for field training.

Georgian visiting faculty also was able to observe programs offered by community mediation centers. Mediation Services Director Mark Loye and Julie Carter hosted a lunch in the Jefferson County Courthouse, where the Georgians heard about the multiple programs they offer to their community, and heard about contributions and value from Judge Brooke Jackson and County Administrator Jim Moore. A trip to Boulder allowed a review of Boulder City & County's mediation services with Directors Jamie Lau and Kon Damas.

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CRI Student Intern Supports Georgian Mediation and Peacebuilding Efforts

DU Conflict Resolution student Kate Zimmerly visited the Republic of Georgia last summer to conduct field research and intern with Tbilisi State University's Conflictology, CRI's partner program. During her internship, Zimmerly worked with TSU students and staff, researching grant opportunities for the Institute and organizing mediation role play sessions with students.



CRI grad student Kate Zimmerly (Third person in from the left) interviewed staff and volunteers of AbkhazIntercont, a non-governmental organization that trains youth in peace activism and conflict skills.

In addition to working in the capital city, Tbilisi, Zimmerly traveled around the country conducting research on Georgia's sizable population of Internally Displaced Persons (IDPs). During the war that followed this region's attempt to secede from Georgia in the early 1990s, 200,000-300,000 ethnic Georgians were displaced from their homes in the separatist region of Abkhazia. Kate interviewed IDPs in Tbilisi and other cities about their experiences with integration and displacement, their opinions on the conflict with Abkhazia and their thoughts on track two peacebuilding efforts.

Zimmerly visited with various NGO's that organize and promote conciliation efforts and work with the IDP population. "NGO's there are doing everything from advocacy training within IDP communities to establishing Abkhaz-Georgian youth camps," she noted. One of the most creative initiatives she learned of was a call-in radio show about the conflict and peacebuilding issues. The show is broadcast from a town near the Abkhaz-Georgia border, so people can listen and call in from both sides of the cease-fire line. Kate said, "Overall I was struck by all the ways that I saw conflict resolution being practiced; there seems to be a real enthusiasm for it."

REPUBLIC OF GEORGIA MEDIATION CLINIC TAKES SHAPE WITH INPUT FROM COLORADO MEDIATORS

Continued from Page 1

The University of Denver's own College of Law hosts a university-based clinic, and so our Georgian visitors could hear first hand from our own Professor Jeffery Hartje about tips, strategies, and lessons learned. Former NAFCM-Board member Lori Burkey offered a one-day training on mediation center administration. Meetings with DU project team members Ruth Parsons, Robin Amadei, Cindy Savage, and Tamra d'Estrée allowed for brainstorming on possible case streams and supervision models for TSU students and supervising faculty, as well as learning from the Georgians how they will likely tailor their training to reflect the practices and culture of the Caucasus region. DU team members also made sure their Georgian guests had an adequate taste of Western US culture at the Trildust Steakhouse, Cinco de Mayo festivities, and Garden of the Gods Park.



Jefferson County Mediation Services' Director Mark Loye and Julie Carter describe their partnership with courts to CRI's international visitors.

One of the high points of the visit for the Georgians was a lunch meeting in Boulder with noted author, practitioner, and CRI Advisory Board member Dr. Christopher Moore. In addition to being well known internationally within the mediation field as the author of the seminal textbook on mediation (*The Mediation Process*), and the founding partner of one of the best internationally known mediation firms, Dr. Moore also has extensive experience in many countries with setting up dispute resolution systems. He had a wide-ranging discussion with them about strategies for establishing such systems within different countries and cultures. He worked with them to consider

Continued on Page 3

REPUBLIC OF GEORGIA MEDIATION CLINIC TAKES SHAPE WITH INPUT FROM COLORADO MEDIATORS



Christopher Moore, mediation expert and author, shares thoughts on cultural factors in mediation system development with TSU faculty Medea Despotashvili and Revas Jorbenadze during their May visit to Denver.

what Georgian cultural components should be integrated and accommodated in developing and institutionalizing various conflict resolution options. They left the meeting with a much more concrete sense of the various implementation tasks before them, as well as a sense of confidence that a truly 'Georgian' development was not only possible, but also desirable.

One final set of meetings stands out during their visit. Once the Georgians had arrived in Denver, discussions around their strategy for developing mediation, disseminating knowledge, and building societal capacity revealed that their connections and interests, and team background, would make working through schools an important addition to their original plan. Thus meetings were added with Pearl Bell (MA '05), from The Conflict Center, which does training in primary and secondary

schools, and Michael Donahue, the head of the locally-based NGO Critical Mass Leadership that works with urban youth and whose Bold Leaders Program runs bicommunal summer camps for youth from conflict areas, such as Cyprus and Rwanda. These two meetings proved to be inspirational in several ways: first, for the excitement, energy and passion these two bring to their work with children and youth, and second, for the possibilities these discussions opened up for our TSU colleagues to consider incorporating work both with youth and with schools to their plan for training and capacity building in Georgia.

- T.P. d'Estrée and K. Zimmerly

Conflict Resolution Day

In celebration of Conflict Resolution Day, the University of Denver graduate students hosted a discussion on the Nobel Peace Prize and sold love/hate T-shirts. Along with these campus events, there was a series of events downtown at the Auraria campus of the University of Colorado. Prince Cedza Dlamini, Nelson Mandela's grandson, canceled his speech on "Interconnectedness and Conflict Resolution" due to an illness.

"We want to take Conflict Resolution Day to where Earth Day is now," said 2nd year M.A. Conflict Resolution student and a member of the Colorado Conflict Resolution day organizing committee Katy Harshburger. "It should be a forward looking day for people to think consciously how their actions affect the future."



Mila Pilz and Kate Zimmerly working on the T-shirts.

Dr. Timothy Sisk, Associate Dean and Professor at the Graduate School of International Studies, spoke on the Nobel Peace Prize's history and this year's winners, former U.S. Vice President Al Gore and the Intergovernmental Panel on Climate Change. In addition, he spoke on how the trends who the Nobel Peace Prize is awarded to can change and develop as the chairperson of the committee changes. An audience of around 30 professors and students discussed if they agree with prize recipients and current direction of the peace prize.

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ACHIEVEMENTS CELEBRATED AS CRI – UNIVERSITY

During the summer and fall of 07, the Educational Partnership grant between CRI and the University of the West Indies (UWI) began the wrap-up of its three-year project. The culminating activity was the co-sponsorship of a one-day conference on conflict resolution at the UWI campus in conjunction with the Eighth Biennial Caribbean and International Social Work Educators' Conference, hosted by the Association of Caribbean Social Work Educators (See box on page 5 - *Conference on Conflict Resolution*).

Goals. In 2000 and 2005, Trinidad and Tobago enacted laws that established and later expanded Community Mediation Centres throughout the country as a means to clear clogged court dockets, provide alternatives for justice, and improve efficiencies in government and non-government institutions. In addition, the Trinidad and Tobago Commission on Law Reform identified restorative justice as an important potential element in the criminal justice system. This created a need for more formal training programs in conflict resolution and mediation. The primary focus of this grant project, funded by the US State Department's Bureau of Cultural and Educational Affairs, was to develop local capacity at Trinidad & Tobago's flagship university, UWI St. Augustine, to provide education and training in mediation and conflict resolution appropriate for the Caribbean context. Sponsored by the Social Work department under Behavioral Sciences, sub-goals included the establishment of a master's program in conflict resolution/mediation at UWI; increased faculty teaching capacity; increased capacity for effective practice at the community level in Trinidad; establishment of a resource center on the St. Augustine campus; examination of theory-based models of conflict resolution for relevance to the Trinidad and Tobago culture; and providing students from both universities with a greater international perspective.

Grant Activities. During the first year, there were two primary faculty exchanges for mutual education as well as ongoing mentoring and discussion throughout the year as new curriculum was developed and the Resource Centre planned. Project Co-PI Dr. Ruth Parsons taught a course in-residence for UWI during their Spring Semesters 2005 and 2006 on conflict theory and mediation strategies, and provided consultation to the UWI faculty in their developmental work. Preparation of the institutional foundation for supporting mediation training at UWI culminated in the second year in the opening of a UWI Resource Centre that supports public outreach, public education



DU faculty Ruth Parsons and Mary Jane Collier (now at UNM) and Adele Jones, head of UWI's Social Work program, celebrate the accomplishments of the joint DU/UWI project to establish capacity for mediation education.

and training. Along with the continuing success of the Post Graduate Diploma program in Mediation Studies, UWI project participants achieved the final hurdle of formal approval of a Masters Degree in Mediation Studies, the first in the Caribbean region. They also successfully launched a Certificate training program in Mediation Studies.

The second year saw additional faculty exchange visits. Training and public education in restorative justice forms of mediation was the main focus of the fall visit, at UWI's request. UWI and DU faculty also made progress on their joint research on cultural significance and adaptation of conflict resolution models. The third year of the project sponsored two visiting scholars from each university to the other for an extended period of time (See pages 6-7 this issue). Intended to enrich each program with an international perspective as well as develop further capacity for teaching mediation/conflict resolution, the visits represented the final faculty exchanges.

The third year also saw the finalization of two pilot research projects conducted under the grant. One project explored Carnival in Trinidad as a metaphor for indigenous conflict and its resolution. The second one used interviews with community members to determine some preferences for how third party mediation should be conducted. Models of conflict resolution appropriate for the Caribbean context will continue to develop as research started as part of this project continues.

OF THE WEST INDIES PARTNERSHIP CONCLUDES

The development of appropriate dispute resolution competencies and strategies is critical to ensure justice, peace and space for the development of citizenry. This project has institutionalized those capacities and intentions in Trinidad & Tobago and provided invaluable learning and insights at the University of Denver.

Future. The diversity in Trinidad & Tobago with Indian, African, European, Lebanese, Asian and Amerindian conflict and conflict resolution traditions provides fertile ground for

further investigation and action. New collaborations between the partners and with other institutions and programs in areas such as school-based mediation, restorative justice, dialogue, ombuds services and others have been stimulated by the lessons learned and the success of this project.

- R. Parsons and A. Gorman

Regional Conference Promotes Education and Practice of Conflict Resolution

A one-day conflict resolution conference held in Port O'Spain, Trinidad, was the final event of the Educational Partnership grant between University of the West Indies and the University of Denver. The conference was to highlight the work of this partnership by bringing to the attention of social work educators, government officials, and community activists the importance and potential of conflict resolution in the Caribbean, and to show the programs which were established through this project in Trinidad and Tobago. Scheduled on day three within the Eighth Biennial Caribbean and International Social Work Educators' Conference at the Crowne Plaza in Port of Spain last June, 07, hosted by the Association of Caribbean Social Work Educators (ACSWE), the conference reached an international audience, including attendees not only from all parts of the Caribbean, but also from the US, Canada, England, and Africa. Participants were members of the legal fraternity, representatives of Mediation Centres, the Family Court, social action organizations, social work educators, and faculty of the Mediation Studies Programme, Faculty of Social Sciences, UWI, St Augustine.



Keynote speaker Donna Parchment was also the external evaluator on the DU/UWI project.

The featured speaker for the mini-conference, Ms. Donna Parchment, CEO, Dispute Resolution Foundation, Jamaica, highlighted the rise in violence and social problems in Caribbean countries and pointed out through many examples the increasing role and future potential of the use of mediation in families, neighborhoods, communities, and national governmental levels. In her easy, embracing style, she managed to challenge our conceptions of conflict and conflict resolution, and to dare us to afford a central position to these concepts in our practice, teaching and research initiatives. Dr. Adele Jones, Lecturer and Coordinator of MSW Program, Social Work Unit gave reactions and comments.

Faculty grant participants gave a panel presentation regarding two pilot research projects, conducted under auspices of the grant. One project focused on Trinidad and Tobago's Carnival as metaphor and a symbol of indigenous conflict and its resolution. The research pointed out styles of conflict and resolution around carnival issues as a way of understanding the nature and experience of conflict and resolution in Trinidad and Tobago.

The second project reported was a study conducted by grant faculty and graduate students at UWI to determine what cultural preferences may be present in Trinidad and Tobago if and when third-party intervention were used in conflict resolution. The results of qualitative interviews indicated that while third-party intervention is an acceptable vehicle for conducting conflict resolution, some elements of our neutrality based institutional models would need to be adapted to the cultural norms of Trinidad and Tobago.

There were two time slots devoted to concurrent presentations regarding the usage of conflict resolution intervention strategies to intervene in social problems in the Caribbean. Presenters included graduates of UWI's Post-graduate Diploma Program, students in its master's program, and practitioners from various Caribbean countries. Another DU grant participant, Dr. Denise Pearson gave a presentation on the pedagogy of teaching mediation. Attendance was good at the various sessions and discussions were lively.

This conference provided not only an opportunity to demonstrate the work of the Educational Partnership grant between UWI and University of Denver, but also served as a symbolic culmination of the joint collaboration between the two faculties. Furthermore, it provided challenges to participants to promote education and practice of conflict resolution strategies in the Caribbean countries.

- R. Parsons

TRINIDAD PROJECT ALLOWS VISITING SCHOLARS TO SHARE EXPERTISE

In addition to Professor Karen Feste's teaching visit to Trinidad in Winter 2007, three other scholars made exchange visits during the final year of the joint project between DU and the University of the West Indies.



Visiting Scholar Karene-Anne

Nathaniel-deCaires, lecturer at the University of the West Indies (UWI) Social Work Unit, focused on the reciprocal exchange of scholarship between DU and UWI. Although the program's stated goal is to raise Caribbean capacity to provide mediation education, training and services

in the Republic of Trinidad and Tobago, Nathaniel-deCaires wanted "to give something back" over the course of her visit. Her own objectives were to explore the process of engaging adult learners in the structure of Conflict Resolution (CR) education in a University setting, and to strengthen her practical knowledge of CR and Alternative Dispute Resolution.

Nathaniel-deCaires felt it important to be not only a beneficiary but also a contributor. She needed to bring knowledge to those teaching her about the field of CR. Nathaniel-deCaires decided to present a short seminar from her insider's perspective: how conflict resolution is played out within her unique Trinidadian culture. She posited that "faith-based values, and emphasis on kinship and easy-spiritedness" play major roles in overcoming conflict in her culture. She emphasized that culture itself plays a large part in how social "face" is constructed, and that in managing feelings and responses to conflict, every effort is made to save this social "face." She elaborated that language (dialect as well as vernacular) is used to support these value positions, and that cultural traditions influence our beliefs about conflict. Nathaniel-deCaires felt her presentation was taken as "provocative and entertaining" by her audience.

In a different session, she brought together a group of mediation trainers to brainstorm an "ideal" training curriculum. Over the course of the session, she noted that an unexpected emotional element came into the discussion – "frustrations and peeves, and validation and support.... (along with) laughter." Further, it had turned into a collaborative effort, incorporating ideas of professionals from parallel fields who otherwise may not have encountered each other or shared ideas with each other.

Nathaniel-deCaires appreciated the experience in Denver and came away with new insights about conflict resolution, and a vision of how it can enhance her personal and professional life. She ended her reflections noting, "I had many rich and stimulating experiences and for those I am grateful to my colleagues and new friends who facilitated and supported me through this process."



Visiting Scholar Myra Isenhardt, DU

instructor, described the differences between typical graduate students and the mediation graduate students she met while teaching at UWI. She found that UWI students "already have a wealth of experience and many noteworthy achievements. Most impressively, they are using

their academic assignments to generate new programs to benefit their organizations and communities." The students Isenhardt worked with are the first to complete their coursework in the new program whose development was supported through CRI's grant project with UWI.

Isenhardt assisted these students with proposals for their Master's theses, and "never to a group more accomplished or more committed." For purposes of this article, she posed four primary questions to her students and gathered their responses. Given that the students already had Master's degrees in Law, Social Work, Divinity, Literature, Education, she asked why they were adding a Master's in Mediation? Responses included CR being an essential part of the student's current field, needing to expand an existing skill base, and consideration of a career change.

Students were asked about their theses topics, which included the following:

- The relationship of language choices to the likelihood of violence
- Conflicts that families of disabled children encounter in schools
- Approaches that can break the cycle of violence for youth at risk
- Cultural components of conflicts: values, norms, behaviors
- Nature of ethnic conflict in a diverse society like Trinidad
- Strategies practiced by effective international mediators

Current employment for the students included teaching, social work, family counseling, serving as Special Assistant to the Attorney General, working at the Ministry of Social Justice, and as Executive Director of the International Red Cross in Trinidad and Tobago.

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TRINIDAD PROJECT ALLOWS VISITING SCHOLARS TO SHARE EXPERTISE

Continued from Page 6

Further plans in peace work included: establishing a mentoring center for youth at risk, introducing police officers to mediation techniques, teaching parishioners the link between gospel values and mediation, integrating reconciliation techniques into the University's mediation center, and incorporating mediation into the workplace. Isenhardt found that topics varied, and the commonality was past experience with CR and commitment to future peace work. She notes that "the DU Community generally, and the Conflict Resolution Institute specifically, can be very proud to have contributed to the development of this degree program."



Catherine Ali

In addition to learning more about Restorative Justice practices during her visit, **Visiting Scholar Catherine Ali**, instructor at UWI, furthered her research on empowerment in negotiation. She describes conflict as "potent with possibility. Negotiations maneuver tensions, resulting in change. The power for positive change is understood as empowerment." Currently, Trinidad is experiencing rising crime rates as the Caribbean is now the region with the highest number of murders per capita (UN Caribbean Crime Report, 2007). Social, personal and system change are local priorities.

Ali said that "for over a decade an NGO 'Alternatives to Custody' lobbied for approaches to conflicts and disputes other than those provided by the criminal justice system." A community mediation program was introduced in 2000, as well as a Restorative Justice penal policy in 2003. While mediation reframes conflict, Restorative Justice (RJ) replaces the neutrality

of mediation with a bias in favor of justice, and introduces the concepts of right and wrong, particularly when the wrongs are crimes. Both community mediation and RJ are "premised on negotiations." Ali asks, "How can positive change (empowerment) be recognized and used as an indicator to evaluate negotiations: 'What constitutes empowerment in negotiations in Trinidad?'"

Ali presented her research during her visit to DU. She used qualitative feminist methodologies for her research, including oral histories that provided indigenous expressions of empowerment. She correlated terms used (such as "getting through" versus "gone through") with stages in the processes of empowerment and disempowerment. She conducted research using a qualitative questionnaire and surveys within the community of San Fernando, the "second city" of Trinidad.

Ali found the following to be empowering factors in negotiating: planning ahead, having inside information, understanding and decoding paperwork, having financial control, safety and communication, trust, clarity, fairness, process-orientation, humanizing approaches, sensitivity, empathy, being compassionate with people yet tough with problems.

The following appeared to be disempowering factors: being unable to engage, feeling powerless, being out-manuevered, a sense of helplessness or despair, feeling robbed, confused, lack of clarity, misinterpretations, feelings of not getting anywhere, suspicion, corruption, injustice, power play, "stone walling," goal-orientation, hard-line approach, being tough with both people and problems.

- E. Strain

Conflict Resolution Day

Continued from Page 3

There was a debate on if the definition of the peace prize should be broadened to include global warming, micro-credit and other nontraditional methods of peace.

"Personally, I left the presentation wishing I had signed up for Sisk's class on the Nobel Peace Prize," said Conflict Resolution M.A. student Kate Zimmerly. To gain awareness for the Conflict Resolution field, Conflict Resolution graduate students designed, made and sold T-shirts on campus. Either the students

bought a pre-made shirt or could bring their own shirt or purchase a shirt to spray point on a stencil of "Conflict Resolution Day 2007" and a "love" stencil that read "hate" in the mirror or visa versa.

The Association for Conflict Resolution create Conflict Resolution day in 2004 and it has been observed on the third Thursday of October ever since. This year it was celebrated on October 18th.

- M. Pilz

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GEORGIAN TEAM PERSISTS IN ESTABLISHING MEDIATION CLINIC

Amidst supply shutdowns and communication blockades, grave reports of civilian casualties and severe damage in nearby regions, and fears of a possible Russian invasion of their own city, our Georgian partners at Tbilisi State University wrote to reassure us that they were alright. However, things are anything but normal now in Tbilisi after the recent war between Georgia and Russia. Land mines remain in conflict areas, and 120,000 internal refugees (IDPs) who fled to Tbilisi stress its services and infrastructure (See “What You Can Do” on p. 2).

A team from the DU's Conflict Resolution Institute had just been to Georgia earlier this summer in order to complete the last stages of certification of Tbilisi State University's new cadre of mediators. TSU faculty and DU faculty partnered to provide the components of a standard 40-hour mediation training and advanced topics to supplement the Georgian students' university courses. Then on June 17, 2008, 28 new Georgian mediators were officially certified, accompanied by champagne and cake. These graduates will be the pioneers of mediation in their country, as they go out into the community and help identify avenues for the creation of mediation and conflict resolution services. In addition they will become the staff for the Mediation Center that is being established at Tbilisi State University.

In addition to receiving instruction in mediation principles typically covered in basic 40-hour trainings, time was also spent on advanced skill building, cultural variations in disputing, as well as advanced training in mediating business, organizational, and family disputes. These areas had earlier been identified through a needs assessment study done by TSU's Conflictology Center faculty as the areas of Georgian society best fit for the new use of mediation. One other area

identified as important for further expansion of mediation and conflict resolution training is that of primary and secondary education, and plans were further elaborated during the June visit for a follow-up project. In a parallel meeting with TSU top administrators, it was suggested to the DU/TSU team that a linkage be formed between an expansive data collection project currently being initiated in their public schools, and the study of traditional conflict resolution practices in the communities in the Republic of Georgia.



Nine of 28 new Georgian Mediators

ESTABLISHING TBILISI MEDIATION CLINIC CONTINUED

Joining TSU faculty trainers Guguli Magradze, Medea Despotashvili, and Revaz Jorbenadze, were DU trainers Robin Amadei, Cynthia Savage, Ruth Parsons, and Tamra Pearson d'Estrée. Also, DU team members joined Prof. Magradze on a public panel to discuss resolving organizational disputes before a large audience of faculty, students, governmental representatives and community members. In separate meetings, TSU team faculty also updated the DU team on progress in establishing their university-based mediation clinic, and consulted with the team regarding remaining issues such as best practices in establishing referral systems.



Ruth Parsons, Cynthia Savage, Tamra Pearson d'Estrée, Guguli Magradze, Medea Despotashvili, and Robin Amadei at Public Panel at Tbilisi State University

they infuse peace-building strategies into the development of this fledgling democracy.

Legendary Georgian hospitality provided breaks to the hardworking team. DU visitors were invited to a traditional extended Georgian feast for a Magradze family birthday, as well as treated to a visit to Turtle Lake, a popular park above Tbilisi with joggers and strollers of all ages, and to Mtskheta, an ancient town not far from the city where Georgian kings were crowned and buried. Though historically subject to invasion, the Georgian people have continued to retain their strength, identity and charm throughout their tumultuous history. We find it a privilege to work with the Georgians as

DU's CRI continues to work with TSU to investigate the best avenues for increasing the use of mediation in Georgia and fostering a culture of collaboration and conflict resolution. For example, CRI MA student Christina Farnsworth has completed a working paper *The Georgian Republic: An Overview of the Education, Business and Political Sectors* that is available through our CRI Working Paper Series (see newsletter insert).

– T.P. d'Estrée, R. Amadei, R. Parsons, and C. Savage

WHAT YOU CAN DO...

- Assist refugees in Georgia by donating to humanitarian assistance organizations operating in Georgia
 1. Georgian Women Initiatives Support Movement (co-founded by our partner Guguli Magradze) via Wire Transfer:
 Intermediary: CITIBANK N.A. 111 Wall St, NY, NY 10043
 Swift: CITIUS33; ABA: 021000089;
 Correspondent Account: 36127097
 Beneficiary Bank: HEAD OFFICE Swift: TBCBGE22,
 VAKE BRANCH OF JSC TBC BANK
 11, Chavchavadze Ave, Tbilisi, Georgia
 Swift: TBCBGE22830; Account #: 96436180100003
 Name: Women Initiatives Support Movement
 2. International Organization for Migration's Emergency Relief Fund for Georgia. <http://iondonations.kintera.org/>
- Write to the following and make your concerns for Georgia known:
 - Your local Representative or State Senator
 - The Secretary General of the United Nations and other international organizations
 - The Russian Embassy
- Stay Informed
- Talk -- Spread the word by speaking about the situation to your friends and colleagues.

FROM GEORGIAN COLLEAGUES

Portions from Prof. Magradze's mid-August letter:

Thank you for your support. We are very happy that you take our tragedy so close to your heart....Russian air and army forces have attacked not only the population of conflict zones but also citizens of Georgia living in villages and cities around the conflict zone. As a result, a large number of people were killed, wounded, left without shelter and food. The Russian army has destroyed both military and civil buildings and infrastructure...

The population of villages and cities occupied by the Russian army has fled to the capital city of Georgia - Tbilisi. Tbilisi is filled with over 120,000 refugees from the conflict zone and its surrounding cities and villages. The Western countries have planned and are currently implementing humanitarian assistance programs but the loss is huge and Georgia needs any kind of assistance ... moral and material ...

FACULTY SPOTLIGHT – DENISE PEARSON



Denise Pearson, Ph.D. Marquette University, is the Assistant Dean of Academics and Director of Professional Studies at University College, which includes the programs in Alternative Dispute Resolution and Applied Communication. She worked on the three-year CRI project with the University of the West Indies to increase community mediation capacity and assist in the development of Master's and Certificate programs.

Autumn Gorman spoke with her on September 19th to learn more about her and her involvement in the Conflict Resolution Institute.

AG: How did you become involved with Conflict Resolution – both the field and this program?

DP: I came to the University of Denver 5 years ago and because the history was already there, I was automatically assigned to the role of Core Faculty in the Conflict Resolution program and the Alternative Dispute Resolution program.

I have a doctorate in education administration with an emphasis in higher

education, where conflict is inevitable. I took courses in community relations, dealing with faculty and parents and various other stakeholders, but I never really took a body of courses that dealt specifically with conflict resolution. Directing the program in ADR provided me the opportunity to expand on my doctoral studies by taking courses at the Conflict Resolution Institute, where I furthered my skills in mediation, conflict resolution and assessment.

What are your interests, activities and/or research topics?

My interests are in organizational conflict management and leadership development. I recently reviewed a book on conflict in medical paradigms in Sub-Saharan Africa. And I will be presenting a paper on Building Capacity Thru Evaluation of Our Conflict at the Gandhi/King Peace-Building Conference next month in Memphis, Tennessee.

What courses do you teach? What unique perspectives do conflict resolution students bring to them?

I have developed several courses, such as ADR in Education and Managing Organizational Conflict, but I do not get to teach much due to my administrative responsibilities. I do occasionally teach these courses and sometimes fill in for Professor Ruth Parsons with her course, Conflict Resolution for Social Work.

Conflict Resolution students consistently bring to the classroom a desire to find alternative means for resolving conflicts. They are bright, determined and inquisitive, and set high standards

not only for themselves, but for the program.

What do you think the future holds for the field of Conflict Resolution?

The opportunities are limitless. Conflict and its resolution are part of the human experience. It affects everything: healthcare, families – elderly, teenagers, faculty and students, etc.

What career opportunities do you see for current and/or prospective students?

Everyone can benefit from some training in conflict resolution/alternative dispute resolution. The ADR program, which offers a 40-hour certificate in mediation, has a very diverse student base (human resources, organization effectiveness, doctors, psychologists, etc.) . In fact, practicing mediators are a minority.

What is most important is how the knowledge and training are applied. I have found it has made me a more affective Assistant Dean and a better parent.

What advice would you offer current and/or prospective students?

Be clear on what you want to achieve professionally and then be strategic about how to apply these skills to get there. However, you do not want to put yourself into a box. You may come here with one idea about what you would like to do with your degree, but you may find other interests.

Professor Denise Pearson can be reached at Denise.Pearson@du.edu.

ALUMNI IN THE FIELD

Kit Chalberg: USDOJ Community Relations Service

Since December 2006 Kit Chalberg has been employed as a Conciliation Specialist for the Community Relations Service (CRS) of the US Department of Justice. He works out of the Rocky Mountain Regional office in Denver, CO—serving Colorado, Utah, Montana, South Dakota, North Dakota, and Wyoming. CRS is the Department's "peacemaker" for community conflicts and tensions arising from differences of race, color, and national origin. It also assists communities in developing local mechanisms, conducting training, and other proactive measures to prevent or reduce racial/ethnic tension.



Kit noted, "For the most part, everything that I do is conflict resolution related. As a Conciliation Specialist I provide the agencies services to communities experiencing conflict or perceptions of conflict around issues of race, color and national origin." These four services include: mediation, conciliation, training, and technical assistance. Generally, CRS mediation and conciliation are both collaborative problem solving processes where the parties identify and resolve issues. Specific to training, the agency provides law enforcement mediation training; hate crimes training; racial profiling training, and human relations commission training. The agency also provides technical assistance in the form of best practices for community and school conflict resolution and police-community relations.

Kit graduated from the Conflict Resolution program in November 2007 and completed his thesis, "Responding to Hate and Bias on Campus: A Campus Response Team Framework," in October 2007.

He completed his internship at CRS-USDOJ in December 2006, and following the internship he was transitioned into federal service through the Federal Career Intern program.

Kit said the MA program gave him a sound understanding of conflict analysis. Classes requiring the completion of this field provided him with skills necessary for his current position. He has found that conflict analysis not only requires a complex understanding of the parties, issues, and interests, but it also requires the capacity to truly "hear" personal stories and develop relationships.

The MA degree greatly assisted Kit in skill development necessary for conflict resolution work. Public speaking, graduate level writing, and conflict analysis were the most important skills Kit gained from the program, and he believes that it is important for students to be self reflective by identifying their weakest skill area, whether it is writing or public speaking, and challenge themselves through coursework and assignments to become better. In all, the MA pro-

gram has the potential to assist students in becoming more skillful in the most important areas of the conflict resolution practice.

Kit offered the following advice for current students:

- A) *Use the program's flexibility to your benefit. Take classes and complete projects that are in-line with your interests and career goals.*
- B) *Take classes that require conflict analysis and assessment. These classes provide students with the skills to analyze complex conflicts and recommend potential resolution processes.*
- C) *It is never too early to begin thinking about your thesis. Students should look through old theses, seek advice from former students, and develop relationships with faculty as ways to brainstorm thesis topics and research methods.*
- D) *Secure an internship that will separate you from your peers. Internships that afford students opportunities for conflict resolution skill development can be difficult to find, but are invaluable for professional and personal development.*
- E) *Network, network, network. Attend conflict resolution trainings, internship fairs, and professional organization conferences.*
- F) *Take every opportunity to practice. Volunteer to facilitate dialogue on campus, mediate community disputes at local mediation centers, and intern with practitioners to gain experience.*
- G) *Mediation is not the "end-all-be-all" of conflict resolution. Though mediation is a staple in the field, there are other processes that are important to the future of the field and the expansion of the discipline. Students need to consider exploring other processes, such as consensus building and training as capacity-building efforts towards conflict resolution and conflict prevention.*

Brian Manwaring: US Institute for Environmental Conflict Resolution

Working as a Program Manager at the United States Institute for Environmental Conflict Resolution managing the Water Resource Sector, Brian Manwaring coordinates multi-stakeholder planning and conflict resolution processes involving river basin management, riparian ecosystem restoration, wetlands, coastal zones, national marine sanctuaries, and fisheries. He feels working for the institute is very rewarding because he is able to provide services that are beneficial to the public and have national implications. And because his position occupies a very unique niche within the field of environmental conflict resolution, this allows his work with the institute to provide leadership in the field and contribute services in an impartial and independent manner.

ALUMNI IN THE FIELD

Brian graduated from the University of Denver in 2006 with a Master of Arts through the Conflict Resolution Institute. He finds that the substantive issues and practical conflict resolution skills that he learned through the program have been instrumental in his work. At the same time, the valuable guidance and professional experience of the DU faculty helped him to clarify and prepare for his career aspirations within the field. His internship with CH2M HILL, a multi-national environmental consulting firm for which he subsequently worked for five years, provided him with the opportunity to begin experimenting with some of the conflict resolution skills that he learned at DU. This experience helped him clarify his goals and validate his desire to pursue a career in the field of environmental conflict resolution.

Taking into consideration the reality that the environmental conflict resolution field has relatively few practitioners and is widely perceived as a difficult market to penetrate, Brian affirms that a strong internship is as essential as a broad education in environmental issues and conflict resolution as applied to environmental disputes. He believes that the maturing and evolving field of environmental conflict resolution will require “new” players who are formally trained through programs such as the Conflict Resolution Institute at the University of Denver. Although a career in this field can be difficult to get started on, he is confident that anyone interested in a career in the field of environmental conflict resolution can achieve their long-term goals through flexibility and reaffirmation of one’s motivations. He has found that individuals working in the field are more than willing to lend a hand to someone trying to enter the field. And by writing emails, making phone calls, and attending conferences, one can establish networks with professionals in the field who will assist them in their career path.



Conflict Resolution Graduate Brian Manwarring (on right) with USIECR Predecessor Mike Eng

– Compiled by A. Gorman, L. Sexton, E. Rios, and F. Ospina



Elizabeth Welty: Training Teens in Northern Ireland

After Elizabeth Welty finished her Master’s degree at DU, she had the opportunity to work in Northern Ireland, a place she first visited over 10 years ago and interned during summer breaks, and the place she has called home the past five years. “I’ve always been involved and always been interested in peace building and mediation.” So she packed up her

bags and started doing training in community groups, schools and churches in topics such as constructive conflict management, how to use meditative communication, how to use different models and methodologies to constructively resolve the inevitable conflicts that we all have. Her focus has become young people, “Having kids work together in small groups and talk about issues that are affecting them, what it means to live in a post-conflict society is very rewarding.” This work has laid the foundation for what will soon become her doctoral research in citizenship education in divided societies. Yet, continuing her education will not be all Elizabeth is doing for the next few years, for she states she is definitely a practitioner at heart.

Elizabeth chose DU very carefully because she was looking for a Masters program that was both theoretical and practical – something outside peace theory and a standard 40-hour mediation course, neither of which captured her true interests. “I wanted to have the background and knowledge of the different models and methodologies of Conflict Resolution, but I also wanted to be learning practical skills of how to deliver them.” Her education has helped her in her graduate school internship with Tides Training in Northern Ireland and beyond. She became very interested in how these models and methodologies transferred inter-culturally, which became the topic for her thesis. Elizabeth credits the Conflict Resolution program at DU for developing the research and writing skills necessary in her work, which she expected. What she did not anticipate was how the interdisciplinary nature of the program would provide an invaluable perspective in her work, particularly in schools. “Because I am a practitioner, I look at it from a practitioners point of view, but I really think that [DU] prepares very, very capable practitioners to go out and actually deal with conflicts, with the wealth of knowledge, theory, models, research and strategies” they develop in their students.

Elizabeth’s advice for students or those considering entering the field is to get out into the field to observe and learn. As a student or a recent graduate, you feel you have a lot to contribute, but Elizabeth has learned “just to listen and be present and witness what people are going through [conflicts]...is one of the most important things that you can do, especially as a student ...I’ve spent probably three summers and nearly five years in Northern Ireland and I am still the learner, I am still the student.”

INTERNSHIP JOURNAL – KATHRYN HARSHBARGER

Court Annexed Mediation Program

“CAMP educates the public, the legal profession, and the judiciary about the value of mediation and how it effectively, efficiently, and fairly resolves conflict by providing excellent mediation services to litigants and their attorneys in the civil divisions of Denver’s County and Small Claims Courts.” – CAMP mission statement



Katy Harshbarger

From October of 2006 to May of 2007, I interned with the Court Annexed Mediation Program (CAMP), a venture of the Colorado and Denver Bar Association to provide mediation services at low or no cost to persons who are parties to civil lawsuits in the Denver County and Small Claims Courts. Lead by current co-directors Deborah Sperlak, a private practice mediator and attorney, and Patricia Whitehouse, the Director of Human Resources at Channel 9 news and CRI graduate, CAMP has flourished into a successful reality that continues to attract new and experienced mediators from all over the Denver metro area.

CAMP became an officially sanctioned project on February 13, 2001. Operating with the consent and assistance of Denver County court Judges and Magistrates, CAMP is strictly an all-volunteer organization that receives no financial support from the CBA/DBA, and relies on very nominal fees that are collected in a small percentage of the total mediations it handles.

As only the second intern for CAMP, my responsibilities were varied and challenging. I established contact with other mediation groups, recruited new mediators for CAMP, arranged for experienced mediators to co-mediate with new mediators, advised mediators of things of interest in the conflict resolution field, tracked the number of cases each mediator handled, addressed questions and concerns from current and prospective CAMP volunteers, took and distributed meeting notes, and brainstormed ideas for future CAMP initiatives.

My administrative tasks, combined with actual mediation time, provided me with many invaluable lessons about mediation, conflict resolution, and the enormity of running an all-volunteer organization.

Overall, I found my experience with CAMP to be very influential and rewarding. I increased my knowledge of ADR and developed conflict resolution skills through hands-on practice with experienced mediators. Though stressful at times, I enjoyed seeing parties walk out of a tough mediation having worked out a solution together. Through the people I met, I learned a lot about the conflict resolution scene in Denver, and consider my time with CAMP a very pivotal part of my education. This internship cemented interests I already had and encouraged the expansion of others. It has helped me to better understand myself, my abilities, and my potential as a professional in the dynamic and ever-changing field of conflict resolution.

CRI SPONSORED CONFERENCE ANNOUNCEMENTS

- CRI is co-sponsoring the 2nd Annual Colorado Statewide ADR Conference. It will be held at the Renaissance Denver Hotel on October 24, 2008. The theme of this year’s conference is *Excellence in Dispute Resolution*. To register or for more information, please go to www.cobar.org/cle
- The Conflict Resolution Institute is also proud to announce it will host the annual ACR Environmental Section Conference June 11, 2009, at the University of Denver. The conference theme will be “Conflict Challenges and Collaborative Responses in Addressing Climate Change.” Please stay tuned for more information.



Association for Conflict Resolution
ENVIRONMENT AND PUBLIC POLICY SECTION

INTERNSHIP JOURNAL – RENA GARDENSWARTZ

Boys and Girls Club of Metro Denver

My internship was completed during the summer of 2007 at the Boys and Girls Club of Metro Denver (BGCMD). I was hired by Tina Martinez, BGCMD's Program Director, and Tonja Mitchell, BGCMD's Character and Leadership Development Director, to facilitate and expand the organization's Words Can Heal program. Words Can Heal is a bullying prevention curriculum for youth ages 6-16 focusing on verbal aggression among youth.



Rena Gardenswartz

Because my internship responsibilities required me to work with children inside several Boys and Girls Club facilities, as well as in the organization's corporate office, I gained valuable insight into several aspects of the bullying prevention field. First, working directly with youth, observing their behavior and attitudes surrounding peer-to-peer conflict, was very useful to my understanding of the daily conflicts that take place among young people. Second, my implementation of the Words Can Heal bullying prevention program allowed me to experience both the power and pitfalls of a course attempting to train young people in positive peer interactions and conflict resolution techniques. Finally, the opportunity to participate in the administrative side of such a program taught me a lot about some of the obstacles faced by adults attempting to implement a successful bullying prevention agenda.

I researched new activities that could be added to the curriculum to improve results, supplemented existing lesson plans, and provided alternatives to the program leaders. This experience was extremely rewarding as I became familiar with many organizations and professionals worldwide that work to train young people in bullying prevention and positive verbal interactions. After sifting through the many ideas for new bullying prevention activities posted online by various teachers and school counselors, I discussed options with my supervisor. Ultimately, we settled on more than 20 activities that would

serve as good additions to Words Can Heal. My next task was to write up each new activity in a format similar to the one being used for the curriculum's existing activities. These will be added to the new version of the Words Can Heal booklet that is made available to Boys and Girls Club program leaders across Denver.

During my time at the Clubs, I taught several of the existing Words Can Heal activities to youth on their summer vacations. In addition, I piloted several of the newly researched activities to assess how successful they were with the youth.

Interestingly, some activities were received more positively at particular clubs than others. This time spent working directly with the young people was invaluable. It left me with several important insights into popular youth culture, the types of conflicts had by young people, the strategies youth use to resolve arguments, and an understanding of the general reactions children have to character development curricula such as Words Can Heal.

As a bonus, my supervisor at the Boys and Girls Club invited me to attend and participate in a local conference on bullying prevention and intervention, sponsored by the Colorado Trust. This was a great experience and was a helpful way to network with other local professionals who are active in the field of bullying prevention. I appreciated the opportunity to be involved with this conference, and have attended several other similar events since then on my own.

My internship with the Boys and Girls Club was an extremely positive experience and matched my interests perfectly. As a result of my time there, I made important connections with local, regional, and international experts in the field of bullying and also learned a lot from the youth with which I interacted. I would highly recommend this organization as a place to intern in the future.

CRGSA STARTS A NEW YEAR

The Conflict Resolution Graduate Student Association has had a busy year and is looking forward to many social and academic events in the coming months. International Conflict Resolution Day is right around the corner [October 16th] and gives us the opportunity to showcase our program. We are also working with faculty to promote a stronger student/faculty community. Check your email for specifics on upcoming events. Have a great quarter!

– CRGSA Officers Sara Noel, Lindsey Sexton, Tabitha Reed, and Holly Guthrey



CONFLICT RESOLUTION INSTITUTE CORE FACULTY



Karen Feste with Former US Secretary of State Madeleine Albright at the Renaming Ceremony of the Josef Korbel School of International Studies

Douglas Allen, Associate Professor, Daniels College of Business
Roberto Corrada, Professor, Sturm College of Law
Tamra Pearson d'Estrée, Luce Professor of Conflict Resolution & Director, Center for Research and Practice
Miguel A. De La Torre, Associate Professor of Social Ethics, Illiff School of Theology
Fran Dickson, Associate Professor, Department of Human Communication Studies
Karen A. Feste, Founder and Director, Graduate Program & Professor, Josef Korbel School of International Studies
Judith E. Fox, Clinical Assistant Professor, Graduate School of Professional Psychology & Director, International Disaster Psychology Program
Cynthia Fukami, Professor, Daniels College of Business
Alan Gilbert, Professor, Josef Korbel School of International Studies
Jeffrey Hartje, Associate Professor, Sturm College of Law
Darrin Hicks, Associate Professor, Department of Human Communication Studies
John (Jack) Jones, Research Professor of Conflict Resolution
Ruth Parsons, Research Professor of Conflict Resolution
Denise Pearson, Assisant Dean, Academic Director of ADR and Applied Communications, University College
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CONFLICT RESOLUTION FIELD RESPONDS TO ECONOMIC DOWNTURN



Teaching Peace Executive Director Deb Witzel (left) and Program Manager Amanda Mahan

The current economic downturn is affecting practitioners in the conflict resolution field, including Teaching Peace Executive Director Deb Witzel and Program Manager Amanda Mahan. Teaching Peace, founded in 1994, is focused on restorative justice in the community of Longmont, Colorado.

Witzel does not believe that she will see the full impact of the economic downturn on Teaching Peace until about mid-year, but she is already beginning to see changes. Teaching Peace holds two major fundraising events each year. One is by direct mail and the other is a dessert tasting contest called Sweet Peace, which takes place in November. The dessert tasting contest was held for the first time in 2007. The event had 300 attendees and raised \$10,000. When it was held this past November it had half the number of attendees and only raised \$2000, which is only about enough to cover one staff person for one month.

In order to offset their reduced funding, Teaching Peace has had to raise their fees with the hopes that those able to afford it will pay the increased fees. For those who cannot pay the full fee, financial assistance is offered. Last year almost half of the people who came through the program used financial assistance and it is expected the percentage will increase this year. There has also been an increase in the amount of bounced checks that have been received.

Teaching Peace has also seen a change in their clientele. There has been an increase in the number of young adults referred to the program. This may be the result of an increase in young adult crimes, but Deb Witzel believes that the increase in referrals is due to the Longmont Police Department's belief that restorative justice programs are effective and their push to educate patrol officers about the program. In fact, while many budgets are being cut in the city of Longmont, Teaching Peace has actually seen an 11% increase in their contract for services with the city.

Despite the decrease in fundraising, there has been an increase in the number of volunteers involved with Teaching Peace. Amanda Mahan believes this is likely a result of President Obama's call to service. Teaching Peace has always relied on volunteers to facilitate their processes, support events and work on different projects. So, although the increase in volunteers is helpful, it does not offset program costs. Teaching Peace is also in need of more Spanish speaking volunteers to handle Spanish speaking clients to keep up with the population change in the community.

In response to the economic forecast, Deb Witzel believes that she will have to focus more on writing grants and fundraising. But despite the dire economic predictions, she is still optimistic about the future of Teaching Peace. "The challenge

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CONFLICT RESOLUTION RESPONDS, CONT.

is greater around financing this organization this year, but I am very hopeful", she says "You know, I guess the thing that comes up for me is, 'Oh, a challenge? Bring it.' You know, I love it. I am excited by the opportunity. For me it's an opportunity to ask farther, to reach out bigger. The people who have been giving to us, they have friends. And this is the year that I ask them to ask their friends. So, I don't feel like we've even begun to reach as far and wide as we can. And that's what we'll be doing this year. So, it's a challenge, but I am sure that we will meet it."

During a time when economic speculations can be wildly inaccurate, it is hard to predict what effects this economy will have on the environmental conflict resolution field. Many remain optimistic, though, and see the downturn in the economy as an opportunity to introduce alternative dispute resolution (ADR) to a wider variety of people and problems. Paul Aldretti, Senior Program Manager at CDR Associates in Boulder, said practitioners should "help potential clients and decision makers understand that ADR increases efficiency and the design of effective strategies while reducing long-term costs in economic, human, time, natural and other types of resources." If the current demand for practitioners is low, it is not for lack of environmental conflicts that need creative solutions, but is instead due to a lack of public awareness of the benefits of conflict resolution services, Aldretti said.



Paul Aldretti , Senior Program Manager
CDR Associates

According to Aldretti, environmental conflicts will increase with changing political dynamics, decreasing resources, and added pressure on decision makers to make sustainable choices. This should increase the demand for environmental conflict resolution services. Mark Loye, Director of Jefferson County Mediation Services and environmental conflict resolution consultant, has experience working in conflicts related to park lands, mining, endangered species, landfills, and hazardous waste. He thinks "that the new administration's protectionist policies will provide great potential for conflict resolution work." Loye noted the seemingly contradicting goals of government's environmental protection and industry's extraction practices, and wondered, "As land use policies change, who will be favored, how will it be managed, and how will America's basic needs be reconciled?"

These questions and many others are exactly the types of con-

licts for which environmental conflict resolution practitioners are prepared. Aldretti noted the need for "decisions and strategies that extend into the far future," and agreed with Loye that the new administration's policies will provide opportunity. He said that the "new energy economy," including infrastructure that is necessary to generate and transport renewable energy, will open a window of opportunity for practitioners.

Aldretti and Loye each have over twenty years experience in environmental work, possibly making it easier to see opportunity. Those new to the field may have trouble staying optimistic, Loye said. "People trying to hang a shingle are worried. They wonder will the economy help or hurt us." He sees less speculation from more seasoned practitioners who may share Aldretti's perspective. Aldretti said it is hard to tell if there is real or only perceived current shortage in projects, and it is harder to predict the future, "I believe the reality is that it's too early to really tell."

Practitioners at Longmont Mediation Services, a conflict resolution resource for Longmont residents, said that the irregular case patterns of past years have continued during the economic crisis. Longmont's Susan Spaulding is a Community Relations Specialist. She works in various conflict areas including housing, family, racial and cross cultural issues, neighborhood, and disturbances. Given the widespread nature of the services that are offered and the continuously irregular caseloads from week to week, the continuation in irregular cases might indicate that conflict has not increased to a significant level as a consequence of the economic crisis.

It may just be too early to see a significant change, but an initial assumption that frequency of cases has not increased does not necessarily signify that individuals and families are coping well with the stress and frustration of the economic crisis.

Edwin M. Rios works at SAMHC Behavioral Services, an institution in Tucson, Arizona, that offers crisis services to individuals who are suffering from personality crisis or substance abuse. Rios uses consultation and inclusive work with patients and their families to properly respond to a patient's crises and get them back on their feet. Working at SAMHC for nine years, Rios has seen an explosion of cases within the past year. The social and health services seem to have experienced a boom in clientele and office-hours, Rios observed.

Where conflict resolution services, such as those offered by Spaulding, have a role in more long-term and structured response, the economic crisis has been met with crisis response services in order to deal with individual crises. Rios said most of the cases they are receiving involving personal trauma and substance abuse are a result of job loss and financial difficulties. Given that it is individuals that are being laid-off, crisis

response services are an immediate and necessary service in order to prevent individual frustrations from exploding into group conflicts. Perhaps the separate roles of crisis response and mediation services can join to offer comprehensive solutions to the potential conflicts that individual frustrations are likely to affect.

Mediators can play a role in offering services for the new challenges in negotiation facing many Americans. The national practitioner organization, Association for Conflict Resolution, has started a new task force to develop the use of mediation in foreclosure negotiations (<http://www.acrnet.org/publications/ACRUpdate85.htm>). New Jersey has already established such a program (for more information, see <http://www.judiciary.state.nj.us/pressrel/pr081016c.htm>).

As Americans continue to feel the effects of the struggling U.S. economy taking its toll on their pocketbooks and stress levels, they should be mindful of the effects those stresses contribute to conflict in their daily lives. Although people's reactions to the downturn in the economy vary, stress is one factor that increases when economic times are tight, according to Philip Arreola, the Regional Director of the U.S. Department of Justice Community Relations Service, Rocky Mountain Region. Ron Ludwig, the Executive Director of the Conflict Center in Denver also says that "with folks out of work, there will be increased opportunities for family conflicts." In order to reduce stress before it is manifested in conflict one should seek ways to help manage stress before it gets out of control.

What can one do to reduce conflicts caused by stress in their daily lives during these hard economic times? Arreola says that it is important to seek help before things get too tough. He notes that there are a variety of counseling services provided by both nonprofit and private organizations that can assist with this. Samuel Gordon of Judicial Arbitration and Mediation Services (JAMS) in Denver also says that we should be upfront about our stress and concerns both in personal and business relationships so that our motives are not misread. Ludwig says that it is helpful to have a "toolbox filled with options, that allows people to deal better with the stresses they face in any situation, including hard economic times." The Conflict Center is one local resource that would be well equipped to help develop a "toolbox" as they are an educational group that "teaches people the skills they need to positively deal with everyday conflict situations and to deal with anger issues so that they do not become destructive." In these economically challenging times, we need to learn to take care of ourselves and also let others know if we are struggling, which will hopefully help to stop conflicts before they start.

-- Fernando Ospina, Lindsey Sexton, Edwin A. Rios and

Holly Guthrey

CRI TO HOST
2009 ACR ENVIRONMENT
& PUBLIC POLICY SECTION
CONFERENCE
JUNE 11 - 13, 2009

*MANAGING CLIMATE CHANGE THROUGH
COLLABORATIVE GOVERNANCE:
ADDRESSING POLICY CHANGES
GLOBALLY AND LOCALLY*

On June 11 -13, 2009, the Association for Conflict Resolution's Environment and Public Policy Section and the University of Denver's Conflict Resolution Institute will co-host a conference in Denver, Colorado. It will bring together leading practitioners from the fields of environmental conflict resolution, collaborative governance and deliberative democracy with leaders from businesses and NGO's, scientists, elected officials and staff at all levels of government.

This conference will focus on strategies, tools and cutting-edge initiatives to help local communities, regions, states and national governments address the vulnerabilities, challenges and opportunities associated with mitigation of and adaptation to global climate change.

The gathering is intended to be not just as a stand-alone event, but also the foundation and catalyst for the development and implementation of new collaborative efforts to address this global imperative. For further details go to <http://www.du.edu/con-res/center/June2009ACREPPConference.html>



FACULTY SPOTLIGHT – TIM SISK



Timothy D. Sisk is Associate Dean and Associate Professor at the Joseph Korbel School of International Studies and Director of the Center for Sustainable Development and International Peace, a research and policy institute at the School.

Sisk serves as an Associate Fellow of the Geneva Centre for Security Policy in Geneva, Switzerland, and is involved in a major research project for the U.N. Development Program on statebuilding in war torn countries. His latest book is titled International Mediation in Civil Wars: Bargaining with Bullets (Routledge 2009).

CRI: *How did you become involved with the Conflict Resolution Institute?*

TS: I got to know Karen [Feste, CRI Co-Director] in 1998, when I first got here. She was just beginning to put together the program...and I worked with her because of my experience at USIP (United States Institute for Peace). I helped design the core curriculum... and I've been on the faculty committee since the very beginning. I was interim director when Karen was on sabbatical.

Which courses do you teach here?

The principal course I teach, which addresses this field, is on postwar peace building, which looks at the current international efforts to build sustain-

able peace after civil war. The course involves an initial look at conflict assessment and the implications of peace agreements for postwar implementation. Students do a comprehensive analysis of postwar peacebuilding in a country of their choice.

What qualities or perspectives do conflict resolution students bring to the classroom?

The interdisciplinary training that they have and the concern with the practical implications of theory; how the theory can help inform practice and policy. That, I think, is the most engaging part of ConRes students. Most of them tend to have some kind of experience that they bring to the table that other students might not. So conflict resolution students bring practical field experience, particularly those who are former Peace Corps volunteers or others.

What does the future hold in the field of conflict resolution?

That's interesting. Most of the recent work these days goes in two directions: one looks at the...social psychological aspects of conflict management -- very important in my field, civil wars where there are questions of relative status. Another is the deep economic drivers of conflict...I think we have a lot of good theory that looks at environmental deprivation in conflict, environmental scarcity and violence...and a lot of good theory around ethnic conflict and constructive identity, but [we do not have much in] the interaction of all these. I think this is the real frontier for the field, particularly when you look at the outbreak of major civil war.

The other big area is helping with the effects of climate change, where we have

to have stronger theoretical approaches that can show how climate change induced economic, environmental and cultural changes may in fact be conflict inducing.

What career opportunities do you see for current or prospective students?

It depends on whether they are domestic or international. I can speak most to the international arena. It is pretty clear the most development approaches today emphasize multi-party stakeholders. They emphasize conflict resolution themes; the ability to reach consensus...If someone was smart enough to really specialize not just in health and conflict,...but in the international arena, working with major pharmaceuticals and local NGO's, that would be a very interesting area. And there is an enduring demand in international organizations, such as the U.N., that are working in this field.

What advice would you offer to current students or those considering the field?

Write a really good thesis. Really take the time to have a strong methodology for the thesis and to include up-to-the-moment, cutting-edge, methodological orientations...a mixed method. Don't just write up a think piece, but really show that not only do you have the substance skills to write a thesis and say something important, but that you have the research skills coming out of it, because that is what employers are looking for. They look for people that have a good core knowledge, but also, absolutely, the real ability to work with complicated research design and methodologies. That's what I think is most important.

Korbel School Associate Dean Sisk can be reached at tsisk@du.edu.

CRIB NOTES FROM THE CRI ADVISORY BOARD

The Conflict Resolution Institute (CRI) at DU is one of a small, but growing number of academic programs that recognizes the increasing importance of conflict management, whether that conflict exists between individuals or nations. Yet, CRI stands at an important crossroads. It has existed and grown partly thanks to a multi-year grant from the Luce Foundation. As that grant comes to an end within the next two years, CRI needs to find other financial resources to support its students and its operations. That is no small feat in today's economy, but is necessary for the financial health of the program.

CRI's Board of Directors is fully committed to the ongoing financial success of the program. Indeed, our mission is first and foremost to ensure that success. To that end, we have been

directing a substantial portion of our meetings to developing fundraising strategies and to recruiting additional board members with expertise in fundraising. We also, however, are dedicated to maintaining the program's twin pillars of instruction grounded in research and internships that give students practical experience in the field. As a board, we value the goals the program is dedicated to achieving and will continue to work hard in support of those goals. Look for CRIB Notes to be an ongoing feature in the CRI newsletter.

Next month: Board member profiles

-- David Price,
Advisory Board Member

CONFLICT RESOLUTION INSTITUTE WORKING PAPER SERIES INTRODUCES FISHER PAPER ON SOCIAL-PSYCHOLOGICAL APPROACH

- #6. -- **Contributions of Social Psychology to the Analysis and Resolution of International Conflict**
● 2008. Ronald J. Fisher
● *The working paper explores the applications and implications of the social-psychological approach to analyzing and ameliorating intercommunal and international conflict. This analysis attempts to identify the levels in the escalation process where certain factors emerge and have their primary influence on counterproductive and destructive interaction. The approach hopes to provide a more integrated, cyclical and systematic understanding of how cognitive and group factors drive the escalation of destructive intergroup and international conflict.* # of copies ____ X \$7.00 = \$_____
● #1. -- Bullies and Victims: From the Schoolyard to the Boardroom: The Abridged Version # of copies ____ X \$8.00 = \$_____
● 2006. Patricia S. Whitehouse
● #2. -- Determinants of Internship Effectiveness: An Exploratory Model # of copies ____ X \$7.00 = \$_____
● 2007. VK Narayanan, Paul Olk, & Cynthia Fukami
● #3. -- Applications of Social Psychology to International Conflict: A Bibliography # of copies ____ X \$8.00 = \$_____
● 2007. Ronald J. Fisher, Visiting Senior Scholar, and Dennis Barbour, Masters Candidate
● #4. -- Peacebuilding and Trauma Recovery Conference Proceedings # of copies ____ X \$35.00 = \$_____
● 2007. Multiple Authors; Tamra Pearson d'Estree, Editor * Shipping & Handling \$5 U.S. Domestic; International higher
● #5. -- The Georgian Republic: An overview of the education, business and political sectors. # of copies ____ X \$8.00 = \$_____
● 2008. Christina D. Farnsworth, Masters Candidate

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CONFLICT RESOLUTION GRADUATE STUDENT ASSOCIATION

New Year, New CRGSA!

Greetings from the newly instated University of Denver Conflict Resolution Graduate Student Association officers. January was an exciting month for this nation, holding both the hope and promise of change; and it was no different at DU, where our newly elected CRGSA members took office.

This year's officers are: President Edwin Rios, Vice President Cory Stufflebeem, Treasurer Katie Coleman, Secretary Kim VanKirk, and Activities Coordinators Ashlee Stadig and Loren Knaster.

As the new representatives, we have two primary goals for this year:

- To form closer relationships among students and faculty, both within the Conflict Resolution program and among the University of Denver's other graduate programs
- To provide ample opportunities for networking and skills training within the field.

We are also looking forward to assisting with the planning of this year's Conflict Resolution Week, October 12 - 16, 2009. We held our first social event on Tuesday, January 26, when we met at Jordon's Pub for Trivia Night. We had a great turnout and a really fun night! We hope to match and exceed that level of participation and enthusiasm in our events throughout the year. Check your e-mail for future events, both social and professional. If anyone has any suggestions for possible events or would be interested in volunteering time for networking or skills-related events, please contact Ashlee Stadig at ashlee.stadig@du.edu. On behalf of CRGSA, we wish you the best in 2009 and hope to see you at one of our upcoming events!

-- Edwin, Cory, Katie, Kim, Ashlee and Loren

DONATE YOUR BOOKS

Are your shelves overflowing with books? Please consider donating your used books to the Conflict Resolution Institute Student Library.

The CRI Student Library is a unique resource for students, specializing in mediation, environmental policy, psychology, international studies, research and evaluation and other areas of focus within the field of conflict resolution.

The Library also contains materials specific to Center for Research and Practice grants, including cultural elements of Trinidad and Tobago, and political challenges of the Republic of Georgia and the Middle East.



For more information or inquiries, please e-mail cricrp@du.edu or call (303) 871-7685.

Thank you for your support.

CRI UPDATE

We are saddened to announce the departure of JoAnne Smith. JoAnne has been a critical resource for students and the Institute Directors alike.



Her calming presence and thorough knowledge of University policies and procedures have successfully guided many students through applying, orientation, classes and writing and defending a thesis -- seeing them to graduation.

JoAnne was also an asset in the day-to-day management of department administrative tasks and in taking on a variety of special projects.

JoAnne will use this opportunity to pursue her real estate career with Prudential full time. We will miss her, but we wish her the best of luck in all of her future ventures.

-- Karen Feste, Tamra Pearson d'Estrée and Autumn Gorman

ALUMNI IN THE FIELD

Pearl Bell: Conflict Center

Although Manager of Operations is Pearl Bell's official title at the Conflict Center, her job encompasses much more. She is responsible for the smooth running of everything from the building and maintenance, to class registrations and court reporting, as well as managing the Conflict Center Social Norming Program. "For the past three years, we piloted a Bullying Prevention Program using social norming techniques. We hope to expand this program for use with other social violence issues like teen dating violence and gang violence."

Pearl considers herself fortunate to also be able to teach classes: adult anger and conflict management, and youth emotional intelligence and critical decision making.

Pearl graduated from the Conflict Resolution program with a dual degree in International Studies and a certificate in Alternative Dispute Resolution in 2005.

When asked how her work at the University of Denver helped prepare her for her current position, Pearl replied "My knowledge and background in conflict resolution directly applies to the skills that we teach at The Conflict Center. My knowledge of theory and research has assisted me in our program evaluation efforts and helps strengthen



Pearl Bell

The Conflict Center's credibility and status regarding best practices in the field."

"Not only are these skills [obtained in the MA program] directly related to my profession, they also help me everyday in working with coworkers on problem solving and building relationships. The conflict skills are a cornerstone for the daily operation of The Conflict Center in every way we interact with clients and with each other."

Pearl's internship was at the Institute for Multi-track Diplomacy in Washington, DC, where she worked with dialogue groups and grant writing. She considers the skills gained there helped her obtain her current position, and the experience of working with groups of people and in a team helped prepare her for the work environment.

Her advice for current students:

I. Get practical experience applying the skills and theories you are learning. The more you are able to get such experience, the more effective and proficient you will become at modeling this behavior for others.

II. Self awareness. Practice. Patience. They are the three cornerstones for improving conflict resolution skills and being able to assist others.

WE ARE MODIFYING OUR MAILING LIST

We are currently updating our newsletter mailing list to include address corrections and delivery preferences. In an effort to support conservation, we are asking recipients to notify CRI concerning change of address, removal from mailing list, or willingness to receive newsletter electronically rather than hard copy. Both to conserve trees and to save increased mailing costs, we are asking you to consider whether or not an electronic copy might better meet your lifestyle. Please e-mail Autumn at cricrp@du.edu with the information printed below and "mailing list" in the subject line, or return this cut-out through the post to the address below. Thank you.

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CRI MEETS CHALLENGE OF “GREENING” THE 2009 ACR-ENVIRONMENT & PUBLIC POLICY CONFERENCE

OK, be honest. Did you know that it takes 4 liters of water to produce 1 liter of bottled water? That's right, 3 liters of water are wasted during the production process for creating each single liter of plastic bottled water. What's more, the great majority of plastic bottles don't end up in the recycling bin like they should. 90 percent of the time they'll end up in a landfill, where it can take thousands of years for the plastic to fully decompose. And that's not even the end of the story—about 1.5 million barrels of oil are used to make plastic water bottles each year, a figure that doesn't include all the oil burned in transporting the bottles to consumers. Add it all up and the picture becomes clear: Bottled water is terrible for the environment.



Audience at Professor Michael Dorsey Keynote

When the Conflict Resolution Institute (CRI) was invited to host the bi-yearly Association for Conflict Resolution Environment and Public Policy (ACR-EPP) section conference this June, CRI Co-Director Tamra Pearson d'Estrée had no trouble at all proposing the theme. “Climate change is a contentious issue at the forefront of people's minds,” d'Estrée said, “so it was really appropriate for the time.”

For d'Estrée, choosing the topic of the conference was the easy part. But once the theme of climate change was chosen, d'Estrée and the CRI staff quickly realized the importance of “greening” the conference. A purpose of this conference was to put into action the ideas discussed in the forums, so with this in mind d'Estrée sought to make the conference itself as green as possible—a decision that would prove to be both an adventure and a learning experience for her, the staff and the student volunteers from CRI.

The first step towards greening the conference was for all to come to terms with the fact that any notion of convenience had to be tossed aside. “We make choices for convenience that are less green, so the act of ‘greening’ can be less convenient a lot of the time,” said d'Estrée. “It is a good way to stretch.”

Knowing that convenience was going to be thrown out the window, CRI staff member and student Lindsey Sexton worked with d'Estrée to formulate a “green” checklist and put their plan into action. First and foremost, no plastic water bottles, per the reasons discussed above. Attendees were encouraged to bring their own water bottle; if they forgot, the CRI provided aluminum bottles for sale. Buffets replaced boxed lunches, local food and wines were chosen to reduce the carbon footprint, folders were distributed instead of binders, and, naturally, 100% recycled paper was the paper of choice

IN THIS ISSUE

- The 2009 ACR-Environment & Public Policy Conference at DU
 - Tips on Hosting a Green Event
 - Keynote Speakers
 - Conference Activities
- Visiting Scholar Cynthia Savage
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- Alumni in the Field
 - Haddi Hafsteinsson, Iceland Ministry of Justice
- Faculty Spotlight - Janet Shriberg

“GREENING” CONFERENCE, CONT.

despite the fact that it can be more expensive.

Combustible trash bags for compost were also included on the conference organizers' green checklist. There was, however, one small complication with this item: DU does not yet compost. Student volunteers at the conference quickly discovered what d'Estrée meant by “less convenient” when they solved the disposal problem by storing bags of compost waste in a car overnight until a nearby compost disposal facility could pick them up.

Thankfully, the unorthodox storing of compost didn't spoil the overall experience for the student volunteers. “It was a great opportunity to network, and a good reality check on what is really going on in the field of mediation,” said Mikaela Gregg, a CRI graduate student who volunteered for the conference and had the opportunity to sit in on some of the sessions. “The best part was the practicality of the conference. It provided lots of real world examples—practical examples of what is working, what hasn't worked, and what the future trends are and how to adjust to them.”

Mila Pilz, another student volunteer, also beamed about the conference. “It was nice getting first hand experience in a facility with people who actually work in the field. I learned real world applications of what I've been learning in the classroom. Plus, it's always great to be around like-minded people.”

The accolades didn't end with the students. “The conference was great for EPP,” remarked d'Estrée. “In terms of turnout and positive response, it was one of the most successful events they've had. Feedback from the event was very positive!”

As always, the next step after a successful conference is to put the newly discussed ideas and theory into practice. DU is currently working on a climate sustainability initiative (www.du.edu/green) in an effort to do its part to address climate change; hopefully it will learn from CRI's experience hosting their first green conference. First on d'Estrée's list would be to tell DU to do away with plastic water bottles. The students? They'd probably recommend that DU add a few compost bins around campus.

-- Mitch Chrismer

*See **ACResolution's** Fall 2009 issue for more information on climate change and opportunities for conflict resolution practice. Issues are available with an ACR membership. Please visit www.acrnet.org/publications/acresolution for more information or to become a member.*

TIPS ON HOSTING A GREEN CONFERENCE



- Use online registration
- Plan ahead and start “green” publicity early and continue it throughout the conference. Hosting a green event can take more time and organizers and attendees may bring old habits
- Work with caterers on using local, seasonal and sustainable food sources; minimizing packaging and using biodegradable materials
- Avoid ordering more food than necessary and serve buffet style to minimize waste
- Compost and recycle as much as possible by placing clearly labeled receptacles in several locations (remember to use compostable waste bags!)
- Avoid bottled beverages, especially water. Instead provide or encourage guests to bring their own water bottles for refilling
- Use washable plates, utensils, coffee mugs, etc. as much as possible. Use recyclable or compostable products when reusable items are not available
- Encourage guests to bring their own name tag holders or to return new ones at the end of the conference for re-use
- Use companies that are environmentally sustainable, such as eco-friendly printers that use 100% recycled paper and vegetable ink
- Encourage presenters to provide electronic handouts on the conference web site
- Find venues with plenty of natural light and schedule events to reduce heating and cooling needs
- Encourage attendees to use public transportation, their hotel shuttle or carpool as much as possible
- Enlist the help of a “green event” Professional
- More tips available at <http://www.epa.gov/oppt/greenmeetings>

-- Lindsey Sexton

CONFERENCE KEYNOTE SPEAKERS



Former Wyoming Governor James Geringer

Former Governor James Geringer “Whose Climate Are We Trying to Change? Getting Personal About Conflict and Consensus”

Former Wyoming governor James Geringer spoke Thursday night to a public audience, after a warm welcome by Chancellor Robert Coombe. Mr. Geringer’s experiences as governor offered a great deal of insight for the conference attendees about the issues that governments are facing in collaboration on environmental issues and how to surmount those challenges. He found it difficult to move forward on environmental issues because of simultaneous state, county and federal agencies pressing their own agendas. These separate agencies harbored suspicion of, and animosity towards, each other. Data sharing was an essential component of bringing these organizations together.

Also, having various agencies develop collaborative reports and assessments about environmental issues in Wyoming helped ‘get everyone on the same page’. Both of these efforts helped build trust and respect for each other’s work. Many of the meetings that the governor convened involved not only discussion of issues, but also implementation of plans drawn up at the meetings. In using collaborative governance in solving climate change, Governor Geringer stressed a need for cross sector cooperation that simultaneously moves various climate change mitigation solutions forward, rather than in a piecemeal fashion. Basically, there needs to be multiple strategies and multiple parties working together to implement those strategies. One of the major points that Governor Geringer stressed is that everyone can help solve the climate crisis. What initiative can you take in your own life and in your small community to help solve the problem?

Dr. Michael Dorsey “Obama and Climate Justice: Possibilities & Necessities for the Next 1000 Days”

The second keynote speaker was Professor Michael Dorsey of Dartmouth College. Within the climate change movement, Dr. Dorsey is on the forefront of an emerging area of research and activism known as environmental justice. His work focuses on how climate change will have much more adverse affects on the socially and economically poor than the wealthy populations. His talk brought up key points on what the Obama administration has done so far and offered suggestions for directions it should take in alleviating climate change. One of the major issues discussed by Dr. Dorsey is the effectiveness of cap and trade markets and offset exchanges in combating climate change that have been proposed in the first 100 days of the new administration.



Dartmouth Professor Michael Dorsey

According to Dr. Dorsey, climate markets are an ineffective tool to bring about radical change. They cannot move quickly enough, only bring about consumer action (versus social and political action) and, most importantly, do not benefit those that desperately need the resources (poorer, developing nations). For the next 1000 days, he believes the focus needs to shift from the mentality of ‘markets as a panacea to climate change’ to systemic support for developing resources and making sure that developing, poorer nations have due access to those resources for addressing climate change. Dr. Dorsey believes that mediators have a critical role in this task. Mediators have the ability to cultivate relationships between multiple parties and offer transparency to the process of collaboration in building resilient, just systems. Recently, the Ford Foundation awarded Dr. Dorsey a grant to launch the Climate Justice Research Project at Dartmouth, so that he may continue to investigate social injustices that occur within the climate crisis.

-- Jon Howard

The offices of the Center for Research & Practice of the Conflict Resolution Institute have moved to the new Sié Center wing of the Josef Korbel School for International Studies. The Masters Degree Program remains interdisciplinary drawing on faculty from across the University.

Please note our new address:

**Conflict Resolution Institute
2201 S Gaylord Street
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NEW CRI OFFICES



OTHER ACR-EPP CONFERENCE HIGHLIGHTS

Pre-Conference Workshop Before the conference, a workshop called “Mentor Orientation Workshop on Developing EPP Practitioners through Learning Relationships” provided insights on what it means to be a mentor. The speakers for the workshop, Carolyn Smiley-Marquez and Laurie Hunt discussed how to establish boundaries, establish expectations and develop awareness of cultural and stylistic differences. The attendees of the capacity conference found the workshop inspiring.



Pre-Conference Mentoring Workshop

Opening Plenary The panel that opened the 2009 ACR-EPP Conference focused on state-based collaborative approaches to climate change and included Tom Peterson, President and CEO of the Center for Climate Strategies, Stephen Saunders, President of the Rocky Mountain Climate Organization (RMCO) and John “Jack” Pommer, Colorado State Representative, District 11. Peterson opened the plenary by stressing how public consensus on issues such as climate change is essential in developing sound policy. He described how some of the better national laws had their origin in state and local law due to the collaborative nature of their policy building process. The RMCO, with representatives from business to energy utilities to environmental groups, represents just how such local movements can foster collaboration regarding climate change in the interior western states. Saunders believes we should be optimistic about our potential to create solutions to climate change because there are many groups like RMCO working on the issue.

Representative Pommer described how restructuring existing policy frameworks is a difficult task that legislators face on climate change. Current policies cannot meet the unprecedented nature of the climate change problem, but Pommer believes that this restructuring can occur more effectively with collaborative processes.

Post Conference Field Trips Two post conference field trips allowed participants to observe collaborative governance on climate change in action in Colorado. The first trip was to the National Center for Atmospheric Research’s Mesa Lab (NCAR) in Boulder, which performs research regarding the earth’s climate and predicting future changes. Dinner at the Dushanbe Tajik Tea House followed.



NCAR building and image showing ocean temperature

The following day, several conference attendees went to Rocky Mountain National Park to get a first-hand look at the effects of climate change on various ecosystems within the park with Park Ranger Judy Visty. Most notably, they saw how the pine beetle has killed large tracts of lush pine forest. The pine beetle spread throughout Colorado is, in part, due to milder winters which has allowed the population of the beetle to grow rapidly. Colorado State University Professor Jessica Thompson led the tour and explained how collaborative processes have led to strategies for responding to the challenges that the National Parks face because of climate change.



Pine Beetle kill in Rocky Mountain National Park

Conference Conclusions compiled from various sessions

Challenges One of the biggest challenges facing collaborative efforts in addressing the crisis of climate change is making those efforts work in real time. Collaborative governance needs to analyze the problem quickly and produce sound solutions that can be implemented promptly. Another issue facing collaborative governance is providing viable examples (such as case studies or models) to those committed to the process to increase efficacy within collaborative efforts.

Successes While collaboration is relatively new to tackling the climate change issue as a whole, there are specific examples of cooperative organizations around environmental issues that are applicable to how climate change can be approached through new forms of governance. Examples include Pennsylvania Environmental Council which developed a climate change roadmap for the state, and the Virginia Food Systems Council which focuses on the ecological advantages of local foods.

Next Steps, Opportunities and Obligations Channels of communication, across different disciplines and phases (such as research, development, action and results) in climate change projects, should be more open. Collaborative processes need more visibility to promote their effectiveness in solving the climate change problem.

Thank You to our Sponsors for making this event possible: U.S. Institute for Environmental Conflict Resolution/Morris K. Udall Foundation, Meridian Institute, Consensus Building Initiative, RESOLVE and the Henry R. Luce Foundation.

-- Autumn Gorman & Jon Howard

For more information on the 2009 ACR-EPP Conference, please visit our website <http://www.du.edu/con-res/center/June2009ConferenceEPP.html>.

To order audio recordings of any of the conference sessions, please visit National Recording Conference Services at <http://www.ncrsusa.com/cgi-bin/store/main-crip.html>.

VISITING SCHOLAR – CYNTHIA SAVAGE

CRI was fortunate to have Cynthia Savage as a Practitioner-in-Residence for Spring Quarter. Ms. Savage recently retired as Director of the Office of Dispute Resolution (ODR) for the Colorado Judicial Branch. As ODR Director for 12 years, she contracted with dispute resolution professionals to provide services to Colorado courts, as well as education and training in dispute resolution. She also collaborated with other organizations to promote the use of dispute resolution throughout the state, advised the judicial branch in developing dispute resolution policies, and worked with the courts to design, administer, and evaluate dispute resolution programs.



2009 Visiting Scholar Cynthia Savage

For her project as CRI Practitioner-in-Residence, Ms. Savage developed the framework for the new Practicum training track within the Conflict Resolution Institute Master's degree program. Many Conflict Resolution programs throughout the country have internship and practicum courses as a part of their curriculum, however few of these are supervised directly by practicing faculty in order to link theory and practice. Ms. Savage has made several recommendations as to what such courses would look like for the CRI program. (See program inset for more details.)

Ms. Savage has a long standing relationship with DU. She developed and was the first director of the Mediation and Arbitration Center at DU's Sturm College of Law (a

program she helped develop) for eight years and a Clinical Law professor and is now on CRI's Advisory Board. Her experience in practicum design and teaching, as well as her knowledge of the CRI Master's Program, made her an ideal candidate for designing the practicum program.

In addition to designing and setting up the practicum track, Ms. Savage contributed to the Institute community in several ways.

Drawing on her many years of supporting programs across Colorado and studying programs elsewhere, she gave a public talk at DU entitled "Nurturing Quality in Mediation Programs: Challenges and Opportunities." The presentation addressed questions about what quality is with regard to mediation, as well as how to nurture quality in mediators and mediation programs. In October she will be presenting on two topics at the Colorado Statewide ADR Conference: Reflective Practice, as well as Developing Awareness and Artistry in Mediation.

Ms. Savage is also expected to teach a pilot class in connection with the practicum and will be a speaker in an upcoming panel about CRI's practicum course. She is very excited about the future of CRI's practicum program, as she believes practicum experience is essential for training to become a conflict resolution practitioner.

-- Fernando Ospina

CLINICAL COMPONENT ADDED TO MA PROGRAM

Finding better ways of integrating classroom learning and real-world experience at the Conflict Resolution Institute at DU is always an important goal. With this goal in mind, CRI is developing a practicum track as a part of the MA degree program, in order to better integrate theory and practice. Practicum courses provide students actual cases in order to help them develop their own personal experience and receive practical supervision and instruction while also examining the theoretical underpinnings related to those experiences.

Students will gain experience in designing conflict resolution processes and interventions, planning for implementation and execution of those designs, and evaluating the results of the implementation. Students will also gain practical experience in the conflict resolution field, which will allow students time during their education to first acquire and then improve their technical conflict resolution skills. Students also will learn and practice processes for reflecting on and evaluating conflict resolution interventions. Finally, having practical experience already



Cynthia Savage's Nurturing Quality in Mediation public talk

CLINICAL COMPONENT CONT.

on their resumé's, and having developed connections during their field experience, students will be better equipped to market themselves to potential employers in the field.

Three areas will be available for students to pursue practicum training: interpersonal conflict, environmental/public policy conflict, and international/interethnic conflict. These tracks involve partnerships with outside organizations that will provide cases which allow students to conduct mediation or other intervention in the community. Such clinical experience will maximize the integration of theoretical and practical learning as students will receive real-time feedback. The practicum also provides a course component with further supervision to help students integrate their theoretical knowledge with their real-world practice. Once the practicum is established this upcoming year, it is sure to provide students with invaluable educational and professional opportunities.

-- Fernando Ospina

ALUMNI IN THE FIELD

Haddi Hafsteinsson: Iceland Ministry of Justice

Hafsteinn (Haddi) G. Hafsteinsson has been working as Project Manager for the Implementation of Restorative Justice (RJ) and Conferencing into the Criminal Justice System (CJS) of Iceland at the Ministry of Justice since August 2005.

Starting at a Reykjavik police station, he started by trying to find the best approach or model on how best to implement RJ into the CJS of Iceland. In Reykjavik, trained police officers lead conferences with the victims, offenders and families.

Haddi is currently exploring the theoretical processes while mediating in the CJS, training policemen and working with an organization called Real Justice in monitoring the quality of conferencing facilitators in the CJS. He is expected to complete his thesis on the evaluation of the implementation of restorative justice and conferencing in Iceland in March 2010.

He attributes his success to his studies at DU, "The study of the theories regarding different ways of dealing with conflict and how they can be put into practice, especially in seeing how in class." He was able to get the position he has now because he *knew* restorative justice.



Haddi Hafsteinsson

Haddi also gained real-world experience as an intern at the Conflict Center and as a volunteer at Face-to-Face mediation, both here in metro Denver.

As his studies developed, Haddi contacted the Ministry of Justice about sponsoring his thesis. A few months later, the Ministry approached Haddi about the position he now holds.

Haddi's Advice to Students:

"Try to put as much of what you learn into practice. Theory becomes more interesting when you are practicing; they reinforce each other and enrich the learning. Just reading and studying will not work. Volunteering at Face-to-Face, while taking courses and learning about

theory made for a much richer graduate experience. Plus, it is easier to find a good job with more experience.

"The courses that were specific to conflict resolution were more valuable than courses offered in other schools, particularly Tamra's course on conciliation and reconciliation. Things learned in these courses are a reason why Iceland is using conferencing instead of mediation in their restorative justice program."

-- Autumn Gorman

FACULTY SPOTLIGHT - JANET SHRIBERG



Janet Shriberg, Doctorate of Education Columbia University, MPH John Hopkins University, is an Assistant Professor in the International Disaster Psychology program at the Graduate School of Professional Psychology and a member of CRI's faculty.

CRI: *How did you become involved with the Conflict Resolution Institute?*

JS: My dissertation and research has been in the field of Post-Conflict Education, Restoration and Reconstruction, and I worked with The International Center for Cooperation and Conflict Resolution at Columbia. It made sense to continue this work at CRI when I came to DU.

CRI: *We know you just returned from Sri Lanka. Could you tell us a bit about the work you were doing there?*

JS: I was working on child protection issues with an inter-agency NGO to develop psycho-social support systems and to design educational livelihood programs for the young people of Sri Lanka, particularly those between 15 and 24 years of age.

The civil war there started over 25 years ago and these young people have

known nothing else. Although the war is officially over, there are still over 300,000 internally displaced persons in the north of Sri Lanka who require effective strategies for re-integration. Although this was my first time in Sri Lanka, I have done a lot of work in areas immediately after conflict or natural disasters, most often with the International Rescue Committee.

CRI: *What else are you working on?*

JS: I am working with Denver Public Schools on a development program for teachers who work with refugees. I am also a member of the International Teacher Task Team of the Inter-Agency Network for Education in Emergencies, which is working to develop minimum standards and best practices for teachers working in areas of conflict. And I consult on child protection programs internationally.

CRI: *What courses do you teach for conflict resolution students?*

JS: I teach a class called "Post Conflict Reconstruction: Rebuilding Education" which is specifically designed for conflict resolution students.

CRI: *What qualities or perspectives do conflict resolution students bring to the classroom?*

JS: They have an understanding of diverse community perspectives. They are respectful of differences and know how to work collectively and promote peacebuilding -- especially on issues of social justice.

CRI: *What does the future hold for the field of conflict resolution?*

JS: The combination of research with practice and the cross-disciplinary nature of the field is critical to trans-

forming communities. This combination also provides the tools necessary to interrupt conflict in understanding the various perspectives, whether it be on a community, national and/or international levels.

In my area of youth development, teaching children how to develop and utilize their conflict resolution skills is also an area of growth. I have seen a lot of movement towards integrating conflict resolution (especially post-conflict) into national curriculums.

CRI: *What career opportunities do you see for current or prospective students?*

JS: There are many opportunities in the field of international post-conflict restoration and development -- in education programs, youth development programs, livelihood programs and assisting communities in rebuilding. There are also many opportunities in school systems in the U.S.

CRI: *What advice would you offer to current students or for those considering the conflict resolution field?*

JS: To develop practical skills and to gain experience in a variety of settings around your particular area of interest.

The balance of theory and practice will help develop skills necessary to understand context, community and what needs to be done to re-integrate communities.

This will be what sets you apart as a candidate for a position.

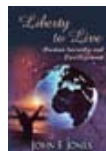
Assistant Professor Janet Shriberg can be reached at Janet.Shriberg@du.edu

-- Autumn Gorman

RECENT & UPCOMING FACULTY PUBLICATIONS

Books

International Mediation in Civil Wars: Bargaining with Bullets by Timothy D. Sisk is available through Routledge. 2009.



Liberty to Live: Human Security and Development by John F. Jones is available through Nova Science Publishers. 2009.

Hispanic American Religious Cultures by Miguel A. De La Torre is available through ABC-CLIO, Inc. 2009.

Articles & Chapters

International Business for the Entrepreneur by Douglas B. Allen, Vlad Malamud and Yevgeniy Rotenberg in *Business Fundamentals*. Forthcoming 2009.

Problem Solving Approaches by Tamra Pearson d'Estree in *The Sage Handbook of Conflict Resolution*, Bercovitch, J., Kremenlyuk, V., and Zartman, I. W. (Eds.). Sage 2008.

ERP at the Colorado Department of Transportation: The Whistle Blower's Dilemma by Donald J McCubbrey and Cynthia Fukami in *Communications of the Association for Information Systems*. 2009, Vol 24, Iss 1.

Do Philosophers Counsel Tyrants by Alan Gilbert in *Constellations: In International Journal of Critical & Democratic Theory*. March 2009, Vol 16, Issue 1.

The Influence of Collaboration on Program Outcomes by Darrin Hicks, et al. in *Evaluation Review*. October 2008.

Carnival: Fete or Conflict by M. Sogren & Ruth J. Parsons in *Caribbean Journal of Social Work*. Forthcoming 2009.

Fractured help: Social justice and teacher well-being in postwar Liberia by Janet Shriberg in *Dissertation Abstracts International Section A: Humanities and Social Sciences*, Vol 69(8-A), 2009. pp. 2951.

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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IS BARACK OBAMA THE CONFLICT RESOLUTION PRESIDENT?

[Editors Note: graduate students in Professor Karen Feste's fall course were asked to write an essay, taking a position and defending it on the question above. Below is a compilation of some of their thoughts]

On October 9, 2009, Andy Borowitz made an interesting, if satirical connection. His column headline read, "Nobel Insiders: Beer Summit Sealed it for Obama" (Borowitz, 2009). He 'quotes' Agot Valle, a Norwegian member of the five-person Peace Prize committee:

'The committee was definitely split down the middle...' but... 'Someone brought up the beer summit, and we all agreed that that was awesome...' Ms. Valle said she hoped that Mr. Obama's victory would be seen not only as a victory for him, but 'as a tribute to the healing power of beer.' (Borowitz, 2009)

Obama's approach to conflict has invited commentators to observe his style and assert that he is the Conflict Resolution President, capital CRP. Some have explicitly analyzed his dealings with Iran and with the Israel Palestine conflict. Others have petitioned him to use and promote conflict resolution skills as the leader of the nation. Borowitz's column connects two separate events surrounding the President and suggests two pieces of evidence that might provide some insight on this debate over the President's skills: Is he the CRP? If so, what type of conflict resolution skills does the President use?

For over two weeks during the summer, the media was overcome with furor surrounding the controversial arrest of Professor Henry Louis Gates, Jr., by Cambridge Police Sergeant James Crowley and the ensuing controversy. Evidence: a Lexis Nexis search of "Major U.S. and World Publications" using the terms "James Crowley" and "Henry Louis Gates" yields no fewer than 339 results (about twenty-four articles per day). The conflict escalated when President Obama asserted the Cambridge Police had 'acted stupidly' and then finally subsided after the President hosted the 'Beer Summit' for all parties involved.

What is notable about the Beer Summit controversy is that the President was engaging in three separate conflicts – the conflict between the Sergeant and the Professor, the conflict between himself and the Sergeant, and the conflict between himself and the media over their persistent focus on his words, "acted stupidly." After defending the remarks during an interview with ABC's Terry Moran, President Obama initially refused to discuss the issue anymore, then later relented when he personally telephoned Sergeant Crowley to discuss that wily phrase. During that phone conversation, Sergeant Crowley suggested to the president a conversation over beer, a suggestion the President later took seriously when he invited Professor Gates and Sergeant Crowley to join him at the White House for a beer (The American Presidency Project, 2009b). On July 30, the 2009 Beer Summit took place

President Barack Obama receives the Nobel Prize medal and diploma during a ceremony in Raadhuset Main Hall at Oslo City Hall, Dec. 10, 2009. (Official White House Photo by Pete Souza)

CONFLICT RESOLUTION PRESIDENT, CONT.

at the White House when Professor Gates, Sergeant Crowley, Vice President Joe Biden and President Barack Obama enjoyed a round of beer for about forty-five minutes (Cooper & Good-nough, 2009). Following the Summit, the media focus finally relented, the Sergeant and the Professor set a lunch date, and the American Nation moved forward on Obama's healthcare and energy initiatives. Conflict resolved.

Or was it? The President made a practical distinction between the three conflicts surrounding the Summit. The President adapted his conflict resolution strategy to deal with each of these conflicts separately. In dealing with the conflict between the Professor and the Sergeant, the President demonstrated a natural affinity for mediation. And the controversy was unique in that it presented itself as one of the few times the American public and the world gained near first hand insight into the interpersonal conflict management skills of the American President. On the one hand, the President was engaged in an interpersonal conflict with Sergeant Crowley who had been displeased to hear the words 'acted stupidly' from the President's mouth. While no one knows exactly what exchange occurred between the Sergeant and the President, the President acknowledged a new-found respect for the difficult position the Sergeant was experiencing. The President together with the Sergeant worked toward and seemed to achieve some sort of resolution.

On the other hand, as primary party to the interpersonal conflict between himself and the press, Obama seemed to lose that knack for conflict resolution altogether, instead appearing to be a natural conflict avoider. His limited response and his attempts to divert attention away from the seemingly absurd focus on his words – 'acted stupidly' – revealed the President's unwillingness or inability to empathize with an opponent – the press – whose actions he simply did not understand. His responses left the distinct impression that he decidedly did not have either the patience or the desire to resolve the interpersonal conflict between himself and some members of the Press.

This is not to suggest that the President ought to have tried to resolve the conflict in any other way than what he did. Perhaps he was insightful enough to understand the monumental task it would have been to divert press attention, and so he chose to navigate around the obstacle rather than confronting it head on. Perhaps he did not have the energy, with the healthcare and energy initiatives and two wars consuming much of his time. Regardless, the President's inclination for action – make change efficiently, recognize barriers when you see them, and adjust your strategy accordingly – leaves a distinct impression of conflict avoidance.

So here we can conclude that when faced with an opposition with whom he can empathize, the President demonstrates a natural affinity for conflict resolution. And as for the conflict between

the Professor and the Sergeant, the President also demonstrated an affinity for mediation. He was able to bring the Parties together and host a conversation between the gentlemen. But the President's conflict resolution skills did not seem to extend to the way he handled the press. That shows us that in some ways, Obama is the CRP and in other ways, he may not be; in other words, that leaves the question open.

On December 10, President Barack Obama accepted the Nobel Peace Prize amidst months of controversy over even his nomination, let alone the Committee's decision to award him the Prize and his subsequent acceptance of the award. The Committee's announcement sparked serious debate in the media and academia about whether the President had actually done anything to deserve the award, launching the President into a conflict in which he probably had no interest being involved.

The Nobel Peace Prize committee does not release their notes detailing the rationale behind the Award, except through the statement released on the day the Award was announced. According to that statement, Obama was awarded the Prize "for his extraordinary efforts to strengthen diplomacy and cooperation between peoples." Some commentators have suggested this statement was meant to create momentum for resolution of the Middle East conflicts. Or perhaps the prize was meant to reconnect the United States with our European allies based on a renewed sense of cooperation. Or the Prize may have actually been based on the President's character and leadership style.

Tim Sisk, Conflict Resolution Professor and Professor at the Josef Korbel School of International Studies, suggests that Obama was awarded the Prize because he changed the discourse in the international arena away from unilateralism and back channel diplomacy toward more Norwegian values and norms that include open dialogue and multilateralism. As conflict resolution practitioners and educators, we know the importance of communication and dialogue.

Sisk also noted the historic tendency for the Committee to attempt to link peace with other seemingly unrelated issues. For example, Wangari Muta Maathai was awarded the Prize in 2004 for her work related to climate change, as was Al Gore and the Intergovernmental Panel on Climate Change in 2007.



President Barack Obama considers the choices to be made during a Thursday, Jan. 29, 2009, budget meeting (Official White House Photo by Pete Souza)

CONFLICT RESOLUTION PRESIDENT, CONT.

Muhammad Yunis and the Grameen Bank were awarded the Prize in 2006 for their work on local-level individual economic development. So the Committee has used the prize to link climate change with peace and economic development with peace. Is it possible the Committee was linking dialogue with peace in order to highlight this connection for the global community? If that is so, then we can say the Award might demonstrate that Obama is the CRP.

On the one hand, Obama seemed a natural mediator and was able to successfully resolve the conflict with Sergeant Crowley. The President has also engaged the leadership of Iran, Cuba, China and Venezuela in dialogue. The President engaged in some aspects of collaborative governance by initiating Town Hall Meetings over the healthcare issue and in the way he dealt with Congress to shape the bill. And in the midst of the controversy over Reverend Wright's rhetoric, the President validated the sources of resentment on all sides of the issue.

On the other hand, he may not have the practical skills or wherewithal to engage in interpersonal conflict with an adversary he simply cannot understand and with whom he does not seek to empathize – the Press. If the President prefers to avoid conflict with the Press because he cannot empathize with its members or because he does not anticipate he can persuade some sort of accommodation, he will find himself in rather uncomfortable conflict situations in the future as he will most undoubtedly be confronting the Press over other issues that will not be as easy to resolve as conducting a Beer Summit. On a much larger scale, the President has also authorized some 30,000 additional troops to be sent to Afghanistan, not exactly a cue to the adversary of a willingness to engage in dialogue.

And even though the US has begun its withdrawal from Iraq, the extent to which that withdrawal can be interpreted as conflict resolution is tenuous at best. It begs the question, "Resolu-

tion for whom?" Perhaps the withdrawal resolves some conflict for the Iraqi government, while creating more at the same time. The same might be true for the average Iraqi citizen. And as for the personal political conflict the President continues to experience over the decision, it is clear the conflict simply shifted from one group to another. Although the troops are being withdrawn, the resolution remains elusive.

Both analyses suggest the President does engage in conflict resolution skills professionals in the field also employ: dialogue, active listening, reflective listening, consensus building, empathizing, validating the Other perspective, etc.... As professionals in the field and as students, we ourselves model these same skills in order to influence others and in order to teach others through action. So it becomes clear that Obama is a president that actively and routinely uses conflict resolution skills, and sometimes he employs them across situations and contexts.

We have already begun to witness the effective use of dialogue in the international community. And the Beer Summit demonstrates the President's natural affinity for mediation between two parties. At the same time he has also led in the escalation of the war in Afghanistan and the conflict with al Qaeda. But the analyses suggest that perhaps the question, "Is he the CRP?" is the wrong question to ask altogether. The nature of state leadership implies contact with conflict. Perhaps what we want to know is what kind of Resolver is he? Or perhaps we ought to ask instead, "How can the President maximize the effectiveness of his strong conflict resolution skills and how can he compensate where those skills are weak?" In other words, how is he the Conflict Resolution President and how could he be better?

-- Suzie Wagner & Fernando Ospina,
with Jonathan Howard & Joseph Vincent

AWARDING THE NOBEL PEACE PRIZE

Conflict Resolution and International Studies Professor Timothy Sisk offers these insights from his years of studying the award:

Two conceptualizations of the Prize are typical: lifetime achievement award or doing the most in the past year to support international peace. Controversy most often occurs when the Prize is tied to issues that tie to world peace indirectly, e.g. microfinance, climate change, environmental activism and race relations. Since the history of the Prize shows an emphasis by the Norwegian Nobel Committee to recognize those who have worked to erase racial divisions, in retrospect it is not all that surprising that the Committee saw the first black U.S. President as significant.

Even those with "hawkish views" (some would call them realists) have received the award. Yasser Arafat, Shimon Peres and Yitzhak Rabin shared the Prize in 1994. In 1973, Henry Kissinger shared the prize with Le Duc Tho, a Vietnamese politician who declined the Prize because of the situation in Vietnam. Kissinger later tried to return the Prize and money, but he was declined.

Many have also speculated about the similarity of Obama's views to those of the Norwegian consensus, particularly regarding the role of the U.S. moving away from unilateralism and towards multilateralism and dialogue. Such movement could change the entire framework of international relations, and so this award "might be seen as a great prize in 40 to 50 years," according to Sisk.

Because professors of international studies are eligible to nominate, Sisk is already working on his nomination for 2010.

FACULTY SPOTLIGHT - JUDITH E. FOX



Judith E. Fox, Assistant Professor, Director of the International Disaster Psychology program at the Graduate School of Professional Psychology and a member of CRI's faculty.

Judith Fox has been the director of the Masters in International Disaster Psychology (MAIDP) since 2006. She has been on the faculty of the Graduate School of Professional Psychology (GSPP) for 13 years teaching courses in child/adolescent development, diagnosis, and treatment. Prior to working at GSPP she directed the Psychosocial Services in Adult Medicine at National Jewish Hospital where she worked on the impact of respiratory illness on psychological health. Additionally, she has worked with veterans at VA hospitals in Topeka and Denver in inpatient psychiatry and as a psychological consultant to the HIV/AIDS Clinic in Infectious Disease Department. In private practice she works with children, adolescents and families who present with a variety of difficulties including trauma, loss, high-conflict divorce, mood difficulties, emotional self-regulation, and family interpersonal problems. With her interest in trauma she has

worked with clients who have experienced abuse and sexual abuse. Her research interests have included stress and coping in childhood, health psychology, mental health stigma and psychotherapy, and the implications of intersubjectivity and attachment theory for working abroad. (See In Focus on next page.)

The goal of MAIDP is to promote the development of skills to serve the public good and promote mental health and psychosocial well-being of those affected by disaster, domestically and abroad. After the successful partnership between CRI and MAIDP for the 2007 Conference on Trauma and Peacebuilding, Dr. Karen Feste, Academic Director of the Conflict Resolution Institute MA program approached Dr. Fox about forming a collaboration between MAIDP and Conflict Resolution. This collaboration has made it so that Conflict Resolution students are able to take relevant courses in MAIDP and vice versa. One of these courses, taught by Dr. Fox, is a course on lifespan development and trauma in a cross-cultural context. The course focuses on childhood trauma and its implications for child and adult development and its treatment. The course emphasizes cross-cultural theories of childhood development. She encourages Conflict Resolution students to take this course.

Dr. Fox's current research interest focuses on factors that affect the development of therapeutic relationships. She has written about and applied intersubjectivity theory to the formation of international internship partnerships. When Dr. Fox became the director of MAIDP, she worked in the Balkans to make connections with organizations in order to develop place-

ment sites to accommodate an entire class of MA students. She spent much of this time negotiating relationships with organizations, getting to know the surrounding communities, understanding the functioning of these organizations, and providing supervisory tips. She credits her relationships with supervisors as being key to forming these partnerships. Outside of the Balkans, MAIDP has relationships with organizations in Panama, Belize, and Ethiopia, with plans for further partnerships in other areas around the world. In these placement sites, MAIDP students have the opportunity to help support their mission by providing workshops on topics in mental health to staff, working on disaster planning, working with beneficiaries in group formats, and/or becoming involved in developing and/or leading psycho-educational programs. The idea is that students help those who are on the frontlines of working with communities that may have experienced natural or human-made disaster.

One of Dr. Fox's primary goals is to bring clinical psychology perspectives into the international field. In a fascinating intersection between conflict resolution and clinical psychology, she has written about Attachment Theory (See In Focus) and its implications for peacebuilding in conflict and post-conflict communities. In February, she is scheduled to speak at the Conflict Resolution Institute and will share her clinical psychology perspectives and their implications for the conflict resolution field.

Clinical Assistant Professor Judith E. Fox can be reached at jufox@du.edu

-- Fernando Ospina

IN FOCUS - ATTACHMENT THEORY

Attachment Theory posits that the motivational system that leads children to form emotional bonds with their caregiver is the same system that leads adults to form emotional relationships and social connections. The way the caregiver responds to a child's attachment behaviors, such as following, clinging, reaching or crying, will have an effect on social behaviors after infancy. Infants reared in inadequate institutions with minimal opportunity to form attachments to adults have shown increased tendencies toward aggression, delinquency, and indifference to others (Gleitman, 1995). In conflict or post-conflict environments where members of a community have experienced trauma, a dynamic can form that affects the attachment system between caregiver and child. Mothers with histories of trauma in childhood are more likely to display fearful or frightening behavior in response to their child's expression of need (Fox, 2007). This can create patterns of attachment that continue up to adulthood.

The dynamic created by attachment difficulties within a population can have implications for those involved in peacebuilding. It may mean that those working in post-conflict environments may need to be conscious of this factor and adjust to it. Peacebuilding requires social attributes that allow for trust and openness. If parties taking part in peacebuilding have developed unhealthy attachment styles, peacebuilding can be adversely affected. The elements that result from secure attachment systems, the capacity for mutual understanding, for building trust, the ability to forgive and to reconcile are some of the elements needed for effective peacebuilding to take place (Fox, 2007). By using interventions intended to repair the attachment system, some difficulties may be avoided during the peacebuilding process.

-- Fernando Ospina

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Gleitman, H. (1995). *Psychology* (4th ed.). New York, New York, United States: W.W. Norton & Company.

CRGSA UPDATE

Congratulations to all the new CRGSA members! All of us at the Conflict Resolution Institute are looking forward to an excellent year of activities and innovative ideas from the new administration. The new officers are: President Adam Brown, Vice President Jonathan Howard, Secretary Brittany Eskridge, Treasurer Briana Callen and Activity Coordinators Aneesha Kumar and Ashlee Stadig, who is returning for a second term after doing a great job last year.

The previous administration had two goals in mind when they kicked off last year. One was to develop closer ties between faculty and students within the Conflict Resolution Program and between other University of Denver graduate programs. The other was to provide opportunities for networking and skills training to the students. We are happy to say that both of these goals were met successfully.

The new administration would like to continue these programs while integrating some fresh ideas and creativity. We hope to promote awareness of Conflict Resolution within the DU community. Most students have little awareness of what conflict resolution is, even though they probably practice the skills on a daily basis.

We would also like to garner more interest in the Conflict Resolution degree, and to cultivate the academic and professional interests of the students in the program. As a recognized graduate student group, an important function of CRGSA is to use our allocation of student fees to provide financial support to students wanting to attend conferences, do independent research or partake in other activities in pursuit of academic and professional goals. We will spread the word and encourage students to take advantage of this opportunity. We look forward to having a bit of fun as well.

A major event CRGSA will be hosting this year is a networking event at the Wellshire Inn sometime in late April. It will be a great opportunity for current students, alum and practitioners of conflict resolution to connect and cultivate relationships. If you are a practitioner and would like to participate in this event or would like more information, please contact Ashlee Stadig at ashlee.stadig@du.edu.

CRGSA will also be planning other events in 2010, so keep your eyes peeled!

-- Jonathan Howard

ALUMNI IN THE FIELD

Issac Nichols: Resolving Conflicts at Metropolitan State College

Since July 2008, Isaac Nichols has been employed at Metropolitan State College as the Student Conflict Resolution Specialist. He began his career eight months earlier as an intern with Metro State's Judicial Affairs Office within the Office of Student Life. His current position, which is new to Metro State, is designed to "resolve conflicts involving students before they rise to a level requiring involvement from the student judicial officer and formal sanctions against the student (i.e. suspension, expulsion, etc.)." Nichols confronts conflict daily, ranging from classroom disruption to disputes between teachers and students. According to Nichols, "In the course of my duties I mediate, facilitate, do conflict coaching, as well as present on conflict to various departments." He says that there are no "typical" days at work, as the types of conflicts he confronts are so diverse. He has also been a guest lecturer in several classes.

When asked what he enjoyed most about his job, Nichols replied that he enjoyed problem solving. He particularly likes finding options and alternatives that are beneficial to those involved in conflict. "I love seeing the light go

off in someone's head when they realize that they do have options."

Nichols graduated from the University of Denver in November, 2009 with a Master of Arts degree in Conflict Resolution. Without the degree, says Nichols, "I would not be where I am today...Simple as that." With the skills, knowledge, and theoretical frameworks that the program provided, he was able



Issac Nichols

to smoothly transition to the new position created by Metro State.

Nichols says that his internship with the Judicial Affairs Office was also essential for his rise to the current position as Student Conflict Resolution Specialist. Nichols says "they were looking for someone to help them set up a restorative justice program and I was taking that course at DU at the time so I applied." The internship al-

lowed him to employ his skills in ways that "hadn't been considered before." After the internship, Metro State encouraged Nichols to apply to a new position they had been unable to fill. He did, and continued his professional career at Metro State.

Nichols provided the following advice to current conflict resolution students: "Anyone wishing to pursue the field of conflict resolution has to be able to market themselves." Because conflict resolution is still a growing field, and because there are rarely positions with "conflict resolution" in the title, there will be a need to explain to employers that conflict resolution specialists are not only important, they are essential to any organization.

The irony that Nichols himself found a position with "conflict resolution" in the title is not lost on him. "If you go out looking for that job you're likely to be disappointed. The challenge is going out and finding the job you want and show how your skills can add value to their company." In a final word, Nichols maintains a firm optimism for the field of conflict resolution: "The great thing about conflict is that it's EVERYWHERE so the sky is the limit on how we use our degrees."

-- Joseph Vincent

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CRI ALUMS - SAVE THE DATE!

Commencement and Reunion

CRI would like to welcome all alums to join us in celebrating our 2009-2010 graduates, reconnect with classmates, and to come see our new space.

When: Thursday, June 3rd 4:30 - 7 p.m.

Where: The new Sié Center at the University of Denver

INTERNSHIPS

Lindsey Sexton

Environmental Protection Agency

Lindsey Sexton, who graduated from the Conflict Resolution Institute in the Fall of 2009, recently finished an internship at the Environmental Protection Agency (EPA) in Washington D.C. She worked for the Conflict Prevention and Resolution Center (CPRC). The CPRC is a department within the EPA that employs many of the conflict resolution skills students learn at the Conflict Resolution Institute. The main function of the CPRC is to assist any department of the EPA that may need a neutral third party and to identify possible outside sources for a third party that are most appropriate for the problem. While Lindsey was at CPRC, they convened a discussion regarding current laws regulating agricultural pollution in the Chesapeake Bay. The CPRC brought in a neutral party to help facilitate the input of real estate developers, agricultural representatives and the EPA to examine the current rules and to discuss possible changes to further protect the bay area from agricultural pollution.

Lindsey discovered this internship through networking at the ACR Environmental Public Policy Conference hosted this past June by CRI at DU. Networking at the events that the Conflict Resolution Institute hosts is one of the more common ways that students find internships. Not only is networking beneficial, but tailoring academic work to meet the needs of organizations offering internships is crucial for students. Lindsey did just that by supplementing her MA in Conflict Resolution with a certificate in Environmental Policy through DU's University College



Lindsey Sexton

While working at the CPRC, Lindsey helped develop a video called *Lessons from Hollywood* that introduced EPA employees to conflict resolution. The video was comprised of movie and T.V. clips that illustrated techniques such as separating people from the problem and active listening. Also, Lindsey wrote for the quarterly newsletter; highlighting the services that the CPRC offered to EPA employees. Not only did Lindsey present information on conflict resolution, she also practiced conflict resolution techniques. She co-facilitated meetings, most importantly the annual North American Pollinator Protection Cam-

paign's International Conference.

The internship at CPRC provided Lindsey numerous networking opportunities and informational interviews, which helped her shape her future career direction. Lindsey hopes to work in consulting to help businesses integrate sustainable practices while maintaining or increasing profitability. Lindsey believes that conflict resolution tools learned at DU along with seeing those tools in action at CPRC could be vital in helping businesses synergize profitability and environmental concern, two ideals that are often thought of as incompatible.

There are many facets of working for the EPA, at the national level, that Lindsey found interesting. She gained a pulse into environmental problems affecting various regions of the United States. The EPA is divided into regional sections, each with its own unique environmental problems. For example, the EPA is always dealing with water rights and water usage issues in the southwest re-

gion, known as region 8. She also saw firsthand how crucial collaborative processes and conflict resolution skills are for an organization like the EPA. The EPA often will use consensus building amongst stakeholders when developing a new regulation or process to avoid detrimental conflict later. Also, Lindsey learned that the EPA oftentimes must fill in the details of a new law. For example, a law could pass regulating methane emissions from small businesses. Typically, the law will not define what a small business is, or what level of methane emissions is acceptable. The EPA prefers to convene the stakeholders to finalize the details of these laws, oftentimes using a third party recommended by the CPRC.

Lindsey sees how positive conflict resolution skills can be used to address environmental justice, which is an emerging area of concern for the EPA. Environmental justice is a problem where groups lower on the socio-economic ladder bear the brunt of environmental problems, such as a disproportionate number of waste incinerators are located in lower income regions. This issue can be contentious and conflict resolution skills could be necessary in planning environmental projects to be more fair or safer for poorer regions.

-- Jonathan Howard

2009 COLORADO STATEWIDE ADR CONFERENCE

CRI was proud to co-sponsor the 3rd Annual Colorado Statewide ADR Conference at the Renaissance Denver Hotel on October 30, 2009. The event was founded by the Colorado Council of Mediators and Mediation Organizations, the Colorado Judicial Department Office of Dispute Resolution and the Colorado Bar Association Dispute Resolution Section.

This year's theme was "Dispute Resolution for Change," highlighted by the keynote address by Former President of Ecuador and Nobel Peace Prize Nominee Jamid Mahuad. He discussed his role in solving a long standing, seemingly intractable conflict with Peru. He helped solve the conflict over a small piece of non-strategic, resource dearth territory. Working with then president of Peru, Alberto Fujimori, they discovered divergent interests, which helped them reach an agreement. Ecuador only wanted a very small, symbolic piece of land that Peru had little problem giving them. By dialoguing, working through multi-

ple, potential solutions and discovering interests, both Peru and Ecuador were able to come to a simple solution.

The conference brought alternative dispute resolution practitioners from across Colorado to share knowledge and gain insight into the work of others in the field. Session topics were wide ranging; from discussions of applying ADR to cases of domestic violence, environmental disputes in the courts and elderly care and mediation. Many attendees also received continuing education and ethics credits.

Thanks to our student volunteers: Adam Brown, Tiffany Bruschi-Barber, Mikaela L.W. Gregg, Jonathan Howard, Fernando Ospina, and Debbie Rosenblum. And thanks to everyone who stopped by our booth. It was great to see our colleagues, students, faculty, supporters and alums!

-- Autumn Gorman & Jonathan Howard

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Newsletter Editing and Design: Autumn Gorman

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International Practicum - Building Bridges for Peace teen inter-group intervention

CRI MASTERS PROGRAM STANDS OUT WITH NEW PRACTICUM SERIES

CRI students, Faculty, Advisory Board members and the conflict resolution community expressed their enthusiasm for CRI's first practicum series, which began this past spring. Students first participated in an interpersonal practicum in mediation, which provided all students with a solid foundation in practically applying the theory and skills learned in their coursework and internships. Students were then provided a focused opportunity to gain further experience in mediation or in environmental collaborative planning or international conflict resolution, depending on their individual interests.

CRI Co-Director Tamra Pearson d'Estrée explains why these practicums were added to the program, "The CRI faculty has long felt that what was missing in MA-level education in Conflict Resolution was an apprenticeship experience, where students are supervised doing the actual practice (not simulation) by experienced practitioner faculty members. Simulations have their usefulness in teaching and training, but there is no substitute for actual practice in preparing professionals."

The concept behind the practicum curriculum is to provide students many opportunities to integrate theory and practice through actual practice: moving through the process of designing processes and interventions, planning the implementation, execution, and evaluating the results. Therefore students must first complete the Conflict Resolution MA program core curriculum, which includes a classic 40-hour mediation training.

The CRI Advisory Board, which contains several practitioners in the field, immediately saw the value of such practicums, both in terms of helping students develop connections with various practitioners and programs and increasing the marketability of our graduates by providing opportunities to gain 'real-world' experience while still in school. International practicum student Suzie Wagner added, "the practicum showed how interpersonal conflict resolution skills learned in class relate to international conflict resolution work and peace writ large, how the local might influence the global."

While the MA program has long required an internship, which allows students to focus on their primary areas of interest and target specific organizations, the practicum adds something unique. "While internships expose students to actual practice settings, they are often more like observers, and the type of experience they obtain from these settings varies widely. In order to provide the experience students need to be employable when they graduate, CRI offers the practicum as an intensive supervised apprenticeship," said d'Estrée.

Students also learn a lot about themselves. One student said she "learned in practice what it means to need self care, and what self care for me really looks like. I need to have personal connections that allow me to vent the emotions I experience, and to do that venting often."

Although students are not expected to achieve full competency through the practica, the consensus in academia and among CRI's own Advisory Board members, is that this new curriculum

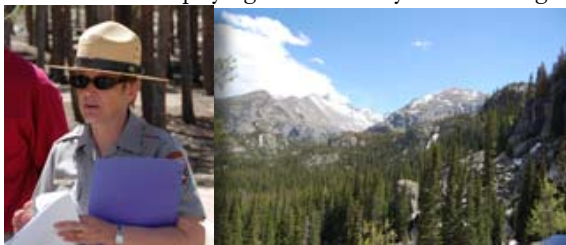
CRI PRACTICUM COURSES (CONT.)

component will result in graduates with the kind of clinical experience that makes them stand out in a competitive job market.

Interpersonal Track

All graduate students began the practicum by solidifying their conflict resolution skills in the interpersonal course, taught by CRI Professors Ruth Parsons and Cynthia Savage. This course provided opportunities for students to first observe mediation services at Jefferson County Mediation Services (JCMS), then to conduct co-mediation themselves while being supervised by the instructors. Cases ranged from parenting time to business contracts to landlord-tenant disputes. The corresponding seminar provided students with a forum to share their experiences, to learn from each other and to relate their prior course work to their new mediation practice. Profs. Parsons and Savage were there throughout, helping them face the unexpected challenges that arise for new practitioners and develop their skills in reflection and evaluation that will continue to help them throughout their careers.

Students reported they liked the structure using co-mediation. Because they worked with different students throughout the course, they were able to learn more from each other. Use of the reflective practice guides provided by Profs. Parsons and Savage helped students “understand in the moment how their actions affected other people” as well as help them identify their interests and overcome their fear of making mistakes because the guides allowed them to “acknowledge them and move on.” “Ruth and Cindy helped theory come alive so the students could really learn it,” said one student. Other students called the experience “transforming” and expressed a willingness to help the next cohort of students in their role-playing exercises or by co-mediating.



RMNP Ranger Judy Visty and RMNP

Environmental Track

Students opting for the environmental track worked under CRI Professor Laura Kaplan to help staff at Rocky Mountain National Park (RMNP) develop their strategies to manage the park as an official Wilderness Area -- a status recently granted to the Park by the U.S. Congress. This project allowed students to gain experience in the collaborative planning side of conflict resolution, applying more of the theories and skills they have

learned in the MA program.

These skills are critical in large-scale projects in which no particular person or team is in charge, as is the case for the RMNP overall strategic plan. The CRI team is helping the RMNP staff think through the steps in putting together the overall plan to achieve their goals. Because the new Wilderness Area has a specific definition, RMNP is using the CRI team's help in examining the many operating systems within the Park so they can better monitor and evaluate the four qualities in the definition: low human imprint on environment, provides outstanding opportunities for solitude, is at least five thousand acres of land, and contains ecological, geological, or other features of scientific, educational, scenic, or historical value.

One of the challenges faced by this track is the nature of working on a longer-term project with an actual client as they often do not operate on the academic quarter structure. Environmental practicum students report they learned the importance of being flexible to meet their client's needs.

International Track

Students with an interest in international conflict resolution work had the opportunity to work with Seeking Common Ground Executive Director Erin Breeze on the organization's inter-group intervention program called Building Bridges for Peace. This program brings together Israeli, Palestinian and American teens for a summer camp in the Colorado mountains during which participants acquire skills in communications, cooperation and cohabitation, so they can become agents of change in their daily lives.

Practicum participant Wagner and her fellow practicum participants led the students through an exercise entitled “Biography of the Other.” She found the experience very rewarding: “we could see a change in the participants just from the morning until evening.”

Gaining practical experience facilitating in international conflict usually requires going abroad, and is still recommended for students with this particular interest, but this practicum allows students to start practicing right here in Colorado. d'Estrée explains the experience, “Our students go through many of the same experiences the camp staff go through to prepare them to work with teens from groups in conflict. They help to design assessment tools to monitor what is happening in the encounter and the kind of changes campers experience. And they learn how the various exercises they watch campers going through together are rooted in various theories of change and of intergroup relations.” Practical theory and informed practice come together.

-- Autumn Gorman

RELIGION & CONFLICT SYMPOSIUM

Under what conditions do religious leaders serve to justify or catalyze violence along identity lines that divide contemporary societies, and under what conditions do religious leaders lay the foundation for, advocate, and sometimes directly mediate for peace? The Conflict Resolution Institute together with the Center for Sustainable Development and International Peace (CSDIP) and the Josef Korbel School of International Studies and the Iliff School of Theology recently co-hosted a symposium to begin to answer these questions. The symposium, held at the Daniel L. Ritchie Center, brought scholars from around the world to discuss the development of new upper-division undergraduate and graduate-level course curricula.

The effort was part of a larger project titled: *Religious Leaders and Conflict Management in Deeply Divided Societies*, funded by the Henry Luce Foundation's Initiative on Religion in International Affairs, which explores the role that religious leaders play in the creation or cessation of violence in deeply divided societies.

The first track of the project explored how religious leaders construct the relationship between doctrine and human rights, define identities (exclusive versus inclusive), articulate the relationship between religion, governance and state policy, justify and/or mobilize for war (the use of violence) through rhetoric, and spoil the peace process or directly mediate.

The second track explored the policy implications of the findings from the first track. That dialogue produced discussion about how religious leaders can "promote tolerance, prevent violence and make peace, and build peace in the wake of war," with an emphasis on how

the international community's engagement (or lack of engagement) with religious leaders can influence the outcome of interventions in conflict.

This symposium, titled *Religion and Global Issues in the 21st Century: Implications for Teaching and Learning*, and subsequent curricula were the third track of the three-year project. The project partners may then take the finalized curricula from the Symposium as a foundation for a new specialization in religion and conflict management in their programs. The six course modules developed as a part of this symposium included:



Global scholars participating in symposium to develop curricula for Religion and Conflict Management in Deeply Divided Societies

- Religious Traditions and Contemporary Human Rights
- Religion, the State and Governance in the 21st Century
- Religion War and Peace Process
- Religion and Post-Conflict Peacebuilding
- Religion and the Environment
- Religion and Development

The symposium commissioned the development of syllabi for each of the

course titles and the draft syllabi were then discussed during the symposium. The development process included group discussions in which scholars presented their course modules to other scholars in a variety of fields. The scholars then offered suggested improvements and critiques of the modules presented. The intellectual, cultural, and geographic diversity of the scholars taking part in these discussions provided for stimulating debate about the intersections and efficacy of various fields involved in peacebuilding and conflict resolution. Several DU Conflict Resolution MA students were able to take part in this part of the process.

A highlight of the symposium was a public dinner and a keynote address by Dr. Rama Mani, activist, policy advisor, and Senior Research Associate with the University of Oxford Centre for International Studies. The keynote speech addressed the role in which religion plays in both fueling conflict and creating and sustaining peace. Although some religions can become obstacles to resolving conflict, Dr. Mani argued that religions can also change in ways that make them peacebuilders.

In an effort to make the most practical

RELIGION & CONFLICT SYMPOSIUM - (CONT.)

use of the rich academic interaction at the symposium, the materials for these courses – syllabi, readings, multimedia, and web guides – will be made available on a website currently being developed by CSDIP. This web-based resource center will create a space for these ma-

terials to be accessed by instructors and institutions at home and abroad. The site will also include the opportunity for scholars to interact by commenting, sharing information, and using discussion boards. In this way, the symposium demonstrates the commitment by

all the institutions involved to a multi-disciplinary, collaborative approach to improving the field of Peace and Conflict studies.

-- Fernando Ospina & Suzie Wagner

CONGRATS TO NEW CRI GRADS

The Conflict Resolution Institute is proud to announce the graduates of the 2009-2010 academic year -- our largest class yet. We wish them all well and encourage them to stay in touch with us at cri@du.edu, as well as to stay in touch with classmates through the **new CRI Alumni Association**, the formation of which is being led by our featured alum in this newsletter, Brian Beck. Congratulations to everyone, and a special congratulations to best thesis award winner Kate Zimmerly, for her thesis on *Georgia: Frozen Conflict and the Role of Displaced Persons*.

Katie Arnst	Matt Haynes	Mila Pilz
Brian Beck	Maggie Helseth	Jay Politzer
Alana Berland	Angela Horacek	Richard Rothauser
Brooke Breazeale	Loren Knaster	Roslyn Roth-Pigg
Travis Caldwell	Mikaela Ladwig-Williams	Lindsey Sexton
Charles Cobb	A.J. Leeds	Ashlee Stadig
Katherine Coleman	Charles LuLevitt	Cory Stuffbeem
Petula Fernandes McShiras	Tara Mastrachhio	Shana Tabatcher
Rena Gardenswartz	Isaac Nichols	Gretchen Vollrath-Sharkey
Joseph Gary	Sara Noel	Kimberly VanKirk
Holly Guthrey	Micki O'Flynn-Hall	Elliott Wynne
Hafsteinn Hafsteinsson	Denise Pearson	Luke Yoder



Best thesis award winner Kate Zimmerly (MA '09) with Karen Feste; CRI student Fernando Ospina; graduates, faculty, alumni and guests at the June 3 commencement and alumni reception at the new Sié Center.

FACULTY SPOTLIGHT - CYNTHIA FUKAMI



Cynthia Fukami, Professor, Department of Management, Daniels College of Business and a member of CRI's faculty.

Daniels College of Business Professor of Management Cynthia Fukami started working in conflict resolution primarily in the field of labor relations, having earned her M.A. degree in organizational behavior from the University of Illinois Institute of Labor & Industrial Relations. Her Ph.D. is also in organizational behavior though her work focused more on employee relations. She is a Fellow of The Carnegie Foundation for the Advancement of Teaching, and was a Carnegie Scholar for The Carnegie Teaching Academy.

Prof. Fukami became one of the first members of the Conflict Resolution Institute core faculty, which started forming in 1998. Director Prof. Karen Feste invited her to join due to her expertise in conflict in organizational dynamics -- a course required for all conflict resolution students, as well as her expertise in negotiation and labor relations, areas which hold the interest of many CRI students.

Conflict resolution skills are further developed Prof. Fukami's courses on Strategic Human Resources, her Executive MBA course on Power and Influence and a course on Leadership, Teams and Values which involves sailing the British Virgin Islands while living in very close quarters. Before they depart, she advises students to say what is bugging them early and often to avoid the build-up of resentment which typically results in a more explosive conflict later. As a Carnegie Scholar for The Carnegie Teaching Academy, Prof. Fukami worked on projects that explored better ways to use teams in classrooms, and she stresses the importance of early team building to create an environment of openness and supportiveness so issues can be addressed productively. Unfortunately, not everyone is responsive to this approach. She is occasionally sent students from other classes who were involved in conflicts that had already escalated beyond any hope in creating such an environment due to their reluctance to discuss things early and often.

Prof. Fukami's current research is in scholarship of teaching and learning. This fall, Fukami will be on sabbatical to study scholarship for teaching in learning in Asia. As Editor for *The SAGE Handbook of Management Learning, Education and Development* (2009), she noticed there were no authors from this important region. Some of the questions her research will address include: Do universities in Asia devote resources to teaching and learning? Why or why not? And if so, why the disconnect with the work being performed and published in the West? During her sabbatical, Fukami will be visiting a Center for Teaching and Learning in Taiwan and explore

the topic further in Hong Kong, Tokyo, Kyoto and Taipei. Typically scholarship in teaching and learning in the West requires a very collaborative methodology between students and professors, but in many Asian cultures, there is a much greater power distance between students and professors, so how would such methodologies be different?

One element that exists across all cultures is that in business, everyone negotiates every day, even though what and how negotiations take place can differ widely. But Prof. Fukami finds beauty in conflict resolution as it is a skill that can continually be improved. She recommends every student read William Ury's *Getting to Yes* because she sees how easy it is to find collaborative solutions if the right attitudes and approaches are there. Success in business in the future will require a more collaborative/less competitive approach. For non-business students or those who do not see the value in such skills professional, she says this book at the very least will help future parents negotiate with their children.

Professor Cynthia Fukami can be reached at cfukami@du.edu

-- Autumn Gorman

ALUMNI IN THE FIELD

Brian Beck: Jefferson County Mediation Services

Brian Beck, who recently graduated from the conflict resolution institute this past winter after completing his thesis, is currently the Systems Manager at Jefferson County Mediation Services (JCMS). In general, Brian takes on the responsibility of 'selling' mediation. More specifically, he spends time talking to parties or people that may be interested in mediation, answering questions about mediation and discussing how mediation may be beneficial to different organizations within the county. Brian is also responsible for managing court calendars, website updates and working on increasing the use of technology in mediation settings. This includes having computers in all meeting spaces, digitizing forms (e.g. agreements to mediate, memorandums of understanding) and developing video conferencing capabilities. Because JCMS operates with a flat organizational structure, various people take on responsibilities that fit their interests or skill sets.

Brian's degree in conflict resolution was immensely helpful in getting him where he is today. One thing that helped was the networking opportunities that came up while in school. Brian first connected with Jeff Co. at a networking event put on by the students, where he met director Mark Loye and eventually started working on a database project for the organization. The degree helped him land a position directly related to the field of conflict resolution and also expanded his networking opportunities within the field. Of course, the degree from DU grounded Brian in a sound understanding of the conflict resolution field, specifically related to mediation. This has helped him identify areas



Brian Beck

where JCMS could expand within the community in resolving various conflicts.

Brian enjoys his position at JCMS and not only appreciates seeing the positive impact that JCMS has on the community, but also the potential it could have. JCMS handles a wide range of cases. From neighbor-neighbor disputes, child custody to Division T small claims court cases, the variety is huge. JCMS has handled 8,548 cases since its inception in 1994, with 5,984 reaching a satisfactory settlement. This has provided the county with an invaluable service for solving conflict that is cost effective. This is in large part due to the dedication of the volunteer mediators and small JCMS staff. In terms of growing, Brian is working hard on getting the JCMS services involved in the schools by showing how mediation and facilitation may be beneficial to the

districts in the county. Specifically, he sees a great need for helping parents resolve conflicts in connection to the conflicts that their children are having in school. It is a difficult challenge to market the services to the schools, but one that Brian enjoys. One of JCMS's great selling points is the fact that the services offered are free, which is a word government municipalities appreciate in a time when budgets are tight.

In terms of making it out there in these tough times, Brian has some sound advice for current and recently graduated students. As there are not a lot of specific jobs in the conflict resolution field, Brian believes it is important to network in areas beyond conflict resolution. This is critical in helping organizations see the benefits of a student's conflict resolution skills and helping students find a particular niche. Also, be involved in volunteer opportunities or internship opportunities but don't take on projects that aren't fulfilling your specific goals. Because the application of conflict resolution is broad, it is important to make it your own and stay focused on where you, as an emerging specialist, want to see conflict resolved differently in society.

-- Jonathan Howard

CRI Co-DIRECTOR KAREN FESTE'S NEW BOOK



Now available from Paradigm Publishers:

Terminate Terrorism: Framing, Gaming, and Negotiating Conflicts

by Karen A. Feste

INTERNSHIPS

Brooke Breazeale

United Nations Educational, Scientific and Cultural Organization

Since September, 2009, Brooke Breazeale has been working in Paris as an intern at the Inter-Agency Network for Education in Emergencies (INEE). The INEE is a division of the United Nations Educational, Scientific and Cultural Organization (UNESCO), whose mission is to contribute to “the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.” Their goal is to provide “quality and safe education in emergencies and post-crises recovery.”

Brooke works as a consultant for the INEE Working Group for Education and Fragility, “assisting with coordination and facilitation of activities, supporting advocacy, and strengthening consensus on what works to mitigate fragility through quality education while ensuring equitable access for all.” For Brooke, there is never a typical day at the office. Each day comes with a variety of activities and tasks that can entail drafting briefs, developing extensive resource lists for their network, reviewing reports, guidance notes or articles for the INEE Secretariat, or planning logistics for our meetings.

Brooke has been able to utilize her conflict resolution skills at INEE in multiple ways. Aside from the usefulness of knowing effective communication skills, which mitigates tension and allows for creative and constructive discussions, she has also been approached for her conflict mitigation lens to feed into various initiatives. But what Brooke has enjoyed most about the internship is learning the processes in which policies are developed and implemented.

Brooke was able to land the internship in part due to

the connection between the Conflict Resolution master's program and the Josef Korbel School of International Studies, also at the University of Denver. By being a part of the Korbel School, Brooke was exposed to various government agencies and sectors that desired conflict resolution students.

Brooke's work at INEE will lead to a full time position after she graduates this August. She is working with advisor CRI Prof. Timothy Sisk to complete her thesis *Transforming Colombia's Conflict: A case for re-prioritizing U.S.-Colombia's Militaristic Approach*. She plans to stay with INEE until December and then move elsewhere. Currently she does not have anything set for 2011, but she would like to work with “advocacy and implementation of transformative education approaches in conflict-affected and fragile states.”

For students currently seeking internships, Brooke had the following advice: “Don't give up and be diligent with the application process. I applied various times and became so discouraged. I almost did not even apply for this internship but decided to at the last minute! I would also advise students to do their research on the organization to which they are applying...I really think that is what made the difference.”

-- Joseph Vincent



Brooke Breazeale enjoying her internship with INEE in Paris

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If you would like us to include your event, please e-mail cricrp@du.edu.

TBILISI STATE UNIVERSITY PARTNERSHIP UPDATE

The Georgian people are known for two things: their hospitality and their resilience. After centuries of various invasions and empires, they have survived with their culture, their language and their identity intact, with lessons to teach us all in how to adapt and persevere. We had the privilege this spring and summer of wrapping up our USAID/Higher Education for Development-funded project with Tbilisi State University (TSU) to establish their university-based mediation clinic. Our colleagues there persevered through the challenge of continuing project training and activities after the summer 2008 war with Russia, providing new ways of approaching conflict to families, businesspeople, university staff, and government leaders alike (see Fall 2008 newsletter).

The co-directors of the joint project, Prof. Guguli Magradze of TSU and CRI's Prof. Tamra Pearson d'Estrée, met in Washington DC in the spring to finalize plans for evaluating both the clinic and the project itself. Prof. d'Estrée's experience working with American community mediation centers (see Winter 2005 news-

letter) informed the development of practices for data gathering, review, and ongoing improvement for clinic staff and procedures. The clinic's evaluation plan will be posted as a resource on CRI's new and improved website, slated for unveiling in 2011.

Project goals were met or exceeded, including: new training, expanded curricula, and institutionalized conflict resolution services. The project also developed local expertise, validated local historical wisdom in conflict resolution processes, developed a Georgian-language training manual and texts. Added benefits included physical expansion of the Mediation Clinic at TSU, Georgian-language web-based resources, and a formal association with the Georgian Bar Association. CRI is now working with TSU to take this partnership one step further in a new project that will bring conflict resolution skills into the curriculum of primary and secondary schools in the Republic of Georgia.

-- Tamra Pearson d'Estrée

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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3RD ANNUAL CONRES CONNECT BRINGS STUDENTS, ALUMNI AND PRACTITIONERS TOGETHER

The first Con Res Connect event, held in 2009, was designed to be an event to simply bring together students, faculty and practitioners in the field of conflict resolution. The 3rd annual Con Res Connect prevailed in not only building on the successes of the events of the past two years, but also paving new ground for what Con Res Connect could be in the future. The occasion was organized by the Conflict Resolution Graduate Student Association (CRGSA), and took place on Thursday, April 28th at the Wellshire Inn in Denver, CO. In its third incarnation, Con Res Connect was conceived of as an affair designed to offer a chance for students to meet and network with conflict resolution professionals, but also to give those professionals an opportunity to connect and collaborate with each other.

One difference from this year's occasion compared to the past two years was also seen in both the number and diversity of attendees. There were more than 60 practitioners, students and faculty from the Con Res field who participated in this year's event, which was a significant increase compared to the previous manifestations. In regards to diversity, the participants represented areas including mediation, restorative justice, higher education and environmental agencies, just to name a few.

Another new feature of this year's event was the addition of a keynote speaker to the agenda, and Colorado State Senator Linda Newell (D-Littleton) filled this role perfectly. Senator Newell has been a strong supporter of conflict resolution and alternative dispute resolution measures in Colorado and even sponsored a recent bi-partisan resolution in the State Senate to officially designate October as "Conflict Resolution Month" in Colorado. This experience and belief in conflict resolution made Senator Newell an ideal speaker for Con Res Connect. Adam Brown, a CRGSA officer and Con Res Connect attendee asserted that "Senator Newell was a great addition to the event this year because she was able to bring the participants together around a common message regarding the Con Res field."

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CRGSA Officers, CRI Co-Director Karen Feste and Conflict Resolution Month Committee

CONRES CONNECT (CONT.)

Finally, this year's version of Con Res Connect featured a ceremony to present a \$1,000 donation from CRGSA, in conjuncture with the University of Denver's Conflict Resolution Institute, to the Conflict Resolution Month Organizing Committee. This contribution was meant to recognize and support their continued efforts to expand the use of conflict resolution in Colorado. This donation was in synch with the overall theme of the 3rd annual Con Res Connect event, which was intended to provide an opportunity to educate individuals and organizations from the broader community about the value of conflict resolution, help them see ways in which its practices and philosophies can be applied to their lives or activities, and develop potential for future collaboration.

CRGSA officer Adam Brown stated that "we wanted it to be a networking opportunity while also having a focus on providing potential internship or employment opportunities to those attending." In this latter respect, Con Res Connect also appears to have achieved its goal. Numerous guests said that they were able to make promising connections with

individuals and organizations with internship or job opportunities, including at least one promising lead with Senator Newell herself.

Moving forward, Con Res Connect can continue to grow and evolve according to the needs and desires of Conflict Resolution students in the future. CRGSA made a concerted effort to involve fellow students in the design and invitation process in order to make sure that it was reflective of their opinions and inputs, not just the CRGSA officers themselves. The collaborative effort that brought together this year's event was reflected in the experience itself according to many participants and organizers. Continuing this type of inclusive effort in the coming years can only help to make Con Res Connect more and more beneficial to all parties involved.

Thanks to all those who attended this year's event, and a special thanks to all those who helped bring it all together.

-- *Brandon Rhea*

CRI HOSTS YARIV OPPENHEIMER, PEACE NOW, ISRAEL

CRI was proud to welcome Yariv Oppenheimer, Director of Shalom Achshav (Peace Now, Israel), the largest peace organization in Israel, to discuss "Israeli-Palestinian Peace: A Negotiated Necessity." Oppenheimer is a leading political figure and advocate for a two-state solution peace agreement in the Israeli-Palestinian conflict that returns to the 1967 borders.

Oppenheimer was introduced by Ambassador Christopher Hill, Dean of the Josef Korbel School of International Studies (JKSIS) and commentary was provided by Hasan Ayoub, a Palestinian and JKIS Ph.D. candidate and Robert Prince, an active member of the Denver Jewish Community and JKIS Lecturer.

The discussion was lively among the panel and the audience, particularly around the issues of settlements and the challenges of a two-state solution, such as whether or not Jerusalem could serve as a capital of two countries and how to improve ethnic divisions.

Oppenheimer was born near Tel Aviv in 1976 and became involved in Israeli politics at the age of 15, serving as Youth Department Director of the Labour Party from 1998-2002. He has a Law and Public Policy Degree from the Interdisciplinary Center in Herzliya, Israel.

Peace Now, Israel operates through public campaigns, advertisements, petitions, distribution of educational materials, conferences, lectures, surveys, dialogue groups, street activities, vigils, and demonstrations. It is leading the political resistance to Israeli settlements in the West Bank sharing information on settlements through its "Settlement Watch" project.



Panelists Ayoub, Prince, Oppenheimer & CRI Co-Director Karen Feste

ALUMNI IN THE FIELD

Lindsey Sexton: US Institute for Environmental Conflict Resolution

Since July 2010 Lindsey Sexton has been a Program Associate at the US Institute for Environmental Conflict Resolution (USIECR) in Tucson, AZ. The institute's mission is to help resolve environmental disputes that involve federal government, by providing mediation, training and related services. They assist any federal agency with environmental conflicts and conflict prevention. USIECR often convenes multiple agencies to discuss environmental issues all over the nation.

As a Program Associate Lindsey assists program managers who facilitate meetings between agencies. Lindsey takes meeting notes, summaries, organizes meetings. She has found that the skills she has learned at CRI have been essential for her work. In order to provide accurate summaries she has to know how to look behind participants' positions to get to their interests. In fact, she says that she is constantly reminded of classes that she has taken with CRI, especially Bob Melvin's negotiation class. She is reminded of the life lessons and techniques for communication that Professor Melvin taught. She often finds herself practicing those very skills that she learned in his class and thinking, "Oh, Bob taught me that!"

Next summer (2012) USIECR is putting on a conference in which Lindsey will be a part of the conference committee. She was placed on the committee because of her experience putting together CRI's Environmental Conflict Resolution conference in June of 2009, done in partnership with ACR's Environment and Public Policy



Lindsey Sexton

(EPP) section. She contends that the opportunity to help plan the EPP conference was a valuable experience, which she will now have the opportunity to use in her current position. This is one example of the experience and knowledge that she has gained from CRI that has been vital for her success in her position at USIECR. In fact, she was told by one of her interviewers that it seemed as if she had done exactly all the right things she needed to do to get to where she wanted to be. She was told that she studied the right things, had the right internships, and the right experiences. Lindsey believes that she is doing exactly what she had been planning to do all along and it feels great. She believes that her time was well spent at DU.

Lindsey hopes that everyone who graduates from CRI can have the same experience as her and end up exactly where they want to end up. There are several tips that she believes will be helpful for getting you to where you want to go. First, she recommends that students take advantage of the opportunities for experience in the conflict resolution field while attending DU, as she did. She is very glad

that she took every opportunity she could to do informational interviews, two internships — one with the Department of Transportation and one with the Environmental Protection Agency in Washington D.C. — (see CRI Winter 2010 Newsletter), volunteering with the Keystone Center and other agencies and government organizations. She believes that these experiences made her seem desirable to potential employers because it showed that she had initiative and had great interest in the field. She also recommends that students attend career fairs, go to the career center to do practice interviews and work on your résumé, do more than one internship, conduct informational interviews, and network with other people in the field of your interest. When doing informational interviews and networking, she recommends always following up with a thank you note or email.

One final piece of advice is an idea that was recommended by her mentor when she was interning at the Conflict Prevention and Resolution Center, a department of the Environmental Protection Agency. Write down your objectives at the beginning of your internship and then create a working document in which you list all of your accomplishments during your internship. This document can then be used to strengthen your résumé and provide concrete examples of experiences that can be shared during your interviews. Lindsey also wants students at CRI to know that she would love to give back, after receiving so much help from others, by providing any information or advice that students are seeking.

-- Fernando Ospina

ALUMNI IN THE FIELD

Ariana Harner: City of Lakewood

Ariana Harner (MA, 2006) serves as the Employee Relations Specialist for the City of Lakewood. She describes her job as one-third managing the recruitment process, one-third training, and one-third mediation, facilitation, and coaching. Obviously, her responsibilities include a broad range of responsibilities including recruitment, training and mediation. Doing many different things is an aspect of her job that she loves.

Ariana and her colleagues are certainly doing a great job. Denver Business Journal recently ranked the City of Lakewood as the best place to work in the mega-sized employer category. Since they are a government agency, this accomplishment is a significant one. Because there is not a fund for morale or team-building, the city puts a strong focus on employee relations and a dedication to internal and external customer service. Ariana works with supervisors to train them in communication skills, such as how to approach certain situations and what the different communication styles are. Ariana explains “the key is to recognize that when people have filed a claim, it is in large part due to the fact that they have not had the opportunity to express their problems. Knowing their options and alternatives is key.” Because of her role in listening and highlighting options, Ariana sees her job as one that helps people become empowered.

In addition to her work in the City of Lakewood, Ariana also serves on the Board of Directors at the Conflict Center. The Conflict Center is an organization in Denver that promotes peacebuilding through outreach programs in schools and the community. This Board meets monthly to look at long term strategies and finances and to set goals for the organization. They also plan several events throughout the year. For the past two years, Harner served as President; this year, she serves as Vice President and on the Board’s Development Committee. Harner loves the work she does at the Conflict Center because it is closely connected to the conflict resolution field, and she likes maintaining that connection. Ariana is the only individual with a conflict resolution background at her workplace, she finds her involvement with the Board a way to keep her grounded in the field. She is incredibly proud of the Board of Directors and the Conflict Center as a whole because of the work the Center does and its incredible reputation throughout the community.

Ariana had an open mind when entering the Conflict Resolution Program at DU. She had several ideas for possible careers, from being a mediator to working internationally. While in the program, she discovered that her interest lay in workplace conflict. It was with this realization and inter-

est in mind that she finished her degree and planned her post-graduate decisions.

When Ariana graduated from the University of Denver in November 2006, she did not know exactly what she wanted to do within this workplace interest. She sent out applications to several places, but, like many people recently out of graduate school, was consistently told that she did not have enough experience. Ariana took this time to challenge herself, so she volunteered in Cambodia for three months where she taught mediation skills to members of a peacebuilding organization in hopes of starting a pilot program of mediation in the schools. Unfortunately, the organization suffered in the economic crisis and was unable to fulfill this ambition. Ariana believes that this work abroad set her apart when interviewing for jobs. Her current boss appreciated her perspective and well-roundedness. The City of Lakewood is known for being less structured, looking at fit for both the prospective employee and the organization.

As for DU’s Conflict Resolution Program’s effects on her current job, Ariana says that the mediation and facilitation skills she learned while in school have proved to be invaluable. Another important aspect from her graduate education is the philosophical understanding the program gives its students as to what leads people into conflict. Ariana says that having this academic background knowledge is incredibly important; the knowledge and theory learned while in school all comes together in practice. When these things came together for her, Ariana says she realized that this program helped her to look at things differently.

When addressing the current students in the Conflict Resolution Masters Degree Program, Ariana’s advice is to remain open. She believes that this program helps individuals do any job more effectively because it educates them in understanding human dynamics, a great foundation for jobs in every field. Ariana advises students to “soak it up with the perspective of how this degree is going to help me as a human, more than as a conflict resolution professional because it may be awhile before you become a professional in the conflict resolution field.” Ariana’s final words of advice are incredibly encouraging: “No matter what job you get, this education is relevant to everything.”



Ariana Harner

-- Brittany Cassell

FACULTY SPOTLIGHT - DARRIN HICKS



Darrin Hicks, Associate Professor of Communication Studies and member of CRI's faculty.

Communications Studies Associate Professor Darrin Hicks got to know many current conflict resolution students last fall during his course in communication and collaboration, as they looked into designing and evaluating collaborative processes. With a background in argumentation, rhetoric, cultural studies, debate coaching and collaboration, he has also served on many students thesis committees since joining the CRI Core Faculty in 1999.

Hicks' latest work includes a *New York Times* editorial review on the word "reasonable", a term frequently used in policy debates. However, the policies described as 'reasonable' has shifted significantly. One example is in how protections against 'unreasonable' search and seizure in the Fourth Amendment to the US Constitution have changed over time. The Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USAPATRIOT) Act redefined what is considered 'unreasonable' search and seizure in 2001.

Hicks further notes the use of 'rea-

sonableness' has shifted in the world of financial representation. After the Great Depression, financial professionals were held to the standard of *fiduciary duty* for their client – i.e. a financial representative should never act in any manner contrary to the interests of the client, or make choices for the representative's own benefit¹. Today, financial managers are held to a different standard, one that only considers a client's *risk tolerance* – the degree of uncertainty that an investor can handle in regard to a negative change in the value of his or her portfolio². Both kinds of representation were considered reasonable at the time.

'Reasonableness' is often a basis for legitimizing conflict. Both sides claim to be reasonable and have evidence to support their conclusions, although Hicks has discovered that conclusions drawn on the same evidence may later no longer be seen as 'reasonable'.

Hicks also works in collaboration. He has observed how collaboration is often misused, how most collaborations fail and how many programs use a great deal of time and money, without delivering significant results. To change this paradigm, Hicks and colleague Carl Larson are working on a new collaborative site development model for the health and education programs of Invest in Kids, an organization dedicated to improving the health and well-being of vulnerable children and families throughout Colorado.

Functioning as an intermediary between communities and state agencies, Invest in Kids is attempting to link program development with the community, using a bottom-up collaborative process instead of a tradition top-down model.

Hicks and Larson's work includes the development of a process quality scale

that can statistically measure a community's collaboration processes and their effects on outcomes. To date, they have been able to prove this model results in increased fidelity to the programs and improved relationships between the caregivers and the patients, which has led to significant reduction in crime, teen pregnancy and drug use, and higher graduation and employment rates.

Hicks and Larson's collaboration statistical model could serve as a guide for other large-scale programs – from ways to stage inclusion to increase effectiveness and how to maintain multiple collaborations, to how to exit collaborations or transfer from one collaborative process to another without losing energy. Neglecting these issues can have disastrous consequences, including reducing stakeholder commitment and communities' trust in future programs.

To become more effective conflict resolution practitioners, Hicks advises students take courses in collaboration and evaluation, which will help them understand the synergy between processes and programs. However, he also recommends that a basis in philosophy is necessary for good work in conflict resolution and collaboration. For it is in studying the work of philosophers such as Immanuel Kant and John Rawls that students can gain insights into why processes work, and the natures of reason, affect and emotion. Such insight is necessary to innovate in practice.

Professor Darrin Hicks can be reached at dhicks@du.edu

¹<http://definitions.uslegal.com/b/breach-of-fiduciary-duty>

²<http://www.investopedia.com/terms/r/risktolerance.asp>

-- Autumn Gorman

INTERNSHIPS

Aneesha Kumar: The Institute for Multi-Track Diplomacy

After completing her degree at the Conflict Resolution Institute in November 2010, Aneesha Kumar's interest in international conflict resolution drew her to Washington, D.C., and an internship with the Institute for Multi-Track Diplomacy (IMTD). For quite some time, Aneesha's goal was to work for the organization, whose mission it is to "promote a systems-based approach to peacebuilding and to facilitate the transformation of deep-rooted social conflict." Happily, since January 2011, Aneesha has been working as the India-Pakistan Program Manager in a year-long internship with IMTD, a position which provides her with significant responsibility but also allows her substantial flexibility.

As the India-Pakistan Program Manager, Aneesha oversees and directs IMTD's conflict resolution efforts and projects in the region. From "the creation of an idea to the development, coordination, and implementation of a project," Aneesha is the sole person charged with project development for the region. Aneesha works directly with retired Ambassador John W. McDonald, chairman and chief executive officer of IMTD, in the coordination of her projects. She notes that "there is no one in the middle between the former ambassador and myself, so that the work for the region is almost entirely on my shoulders." Although only months into her internship, Aneesha relishes the responsibility, affirming that "IMTD is a great organization to find your own voice and explore your interests; for instance, if you'd like to set up or experiment with new projects, this would be a great place because there's a lot of flexibility. It may be a one-person show but



Aneesha Kumar

there's a lot of scope and freedom."

Aneesha is working on two projects. The first, a continuing project, involves the establishment of a "peace corridor" between India and Pakistan to benefit border Sikh communities. In contention are two important shrines for adherents of Sikhism that are located on opposite sides of the border. This has created "an unpredictable situation, with visas hard to get, even though for Sikhs the shrines are important because one of the shrines is the tomb of their founder," making a pilgrimage to these holy sites an intrinsic component of their faith. Aneesha affirms, "The whole point is that it's a great peacebuilding measure between both countries," with a peace corridor conceivably leading to the creation of a peace zone for the harmonious interaction of Sikh communities in both countries. With the second project, Aneesha is organizing cattle donations for the victims of the 2010 Pakistan floods. According to Aneesha, the communities within the agricultural sector of Pakistan "lost more than 33% of their livestock, and thus their livelihood, in the wake of the floods." Although still in the process of develop-

ment, Aneesha anticipates the project will serve to bolster stability and peace in the aftermath of the devastation.

For Aneesha, the skills she learned at the Conflict Resolution Institute have been immensely helpful in the conduct of her work. A significant aspect of her work at IMTD is interacting with people, and as Aneesha states, "As Program Manager, you need to know the right people and manage a lot of contacts. At DU, the mediation course I took taught me skills that have been very useful – how to talk to people, active listening skills, how to rephrase things, how to give another person an understanding of how they want to be perceived." Collaboration and coordination have also been crucial in Aneesha's work. Through CRI, Aneesha states, "I realized how difficult it can be to bring people together, to get them on the same page. The most important thing was that I realized I had a sense of confidence that helped me interact with different people. Honestly, the program made me believe in both what I was doing and in how I could incorporate theory into practice. The Reflective Practice and Evaluation course was really useful in teaching me the importance of clarity." Finally, Aneesha found that her academic work on the development of proposals and on grant writing beneficial, given her extensive work on the formulation of goals and objectives for the programs she manages.

In addition to being able to utilize the conflict resolution skills she learned from DU, Aneesha has also become acquainted with the organization's unique approach to conflict resolution, multi-track diplomacy. For IMTD, "multi-track diplomacy is an expansion of the 'Track One, Track Two' paradigm that has defined the conflict resolution field

INTERNSHIPS (CONT.)

during the last decade.” As an elaboration of the traditional paradigm, “multi-track diplomacy is a conceptual way to view the process of international peacemaking as a living system. It looks at the web of interconnected activities, individuals, institutions, and communities that operate together for a common goal: a world at peace.”

For Aneesha, IMTD’s multi-sectoral approach has enabled a far more nuanced understanding of the non-profit sector’s role in conflict resolution, as she relates that it is more complex and unpredictable than she anticipated. “Some days go by slowly; other days are fast-paced and more challenging. It is very different from what I thought it would be as a sector. In practice, so much overlaps in conflict resolution – it isn’t just the government, or a matter of funding or communication, it’s all interrelated. I have had to learn how to maneuver in this complexity.”

For those who are interested in exploring opportunities at IMTD, Aneesha notes that there are two options for prospective interns: the first is to undertake a two-to-three month internship, during which interns complete research and become involved with certain projects; the second option is to commit to an extended year-long internship as a Program Manager, which entails directing entire projects on one’s own. Aneesha also recommends that students who know what their interests are in international conflict resolution further develop their country or region specialization during their Master’s degree studies.

Overall, Aneesha considers that her internship experience thus far has been exceedingly rewarding and she looks forward to continuing work on her projects. She concludes, “It feels right. After doing my degree, it feels like a little step in the right direction, towards a long and promising career.”

-- Ambar Velazquez

ANNOUNCEMENTS



CRI Co-Director and Professor Karen Feste’s latest book, *America Responds to Terrorism: Conflict Resolution Strategies of Clinton, Bush and Obama*, was released on May 10th by Palgrave Macmillan. What policy is best for the United States to reduce the threat of Islamic extremist terrorism? Recent American presidents have applied alternative conflict resolution approaches. Clinton

practiced conflict avoidance, talking tough but rarely retaliating against anti-American terrorist attacks. G. W. Bush adopted a fighter approach and the Global War on Terrorism and military interventions in Afghanistan and Iraq reflect this strategy. Obama introduced a third alternative: problem solving and extending peaceful overtures while keeping up resistance. Will the strategy succeed? Feste analyzes presidential rhetoric on counterterrorism policy through the lens of issue framing, enemy aggression, self-hardship, and victimization expressed in a variety of speeches delivered by these chief executives to highlight and compare their conflict resolution strategies.

Six new course modules on religion and international affairs are now available at <http://religionandconflict.org/rc2>. The modules are the result of a symposium co-sponsored by CRI, the Iliff School of Theology and the Center for Sustainable Development and International Peace. {see CRI’s Summer 2010 Newsletter}. Unit topics include: religion and economic development; religion and post-conflict peacebuilding; religion, conflict and peace process; religion, environment and sustainability; religion, the state and governance in the 21st century; and religion, traditions and contemporary human rights.



CONGRATS TO 2010-2011 CRI GRADUATES

Dennis Barbour
Adam Brown
Tiffany Bruschi-Barber
Briana Callen
Mitchell Chrismer
Brittany Eskridge
Jonathan Geurts
Kathryn Harshbarger Michaels
Jonathan Howard

Chari-Lynn Koppel
Aneesha Kumar
Leslie O'Rourke
Deborah Rosenblum
David Troxel
Suzanne Wagner
Charles West
Angela Jo Woolcott
Tina Young

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Miguel A. De La Torre, Professor of Social Ethics, Illiff School of Theology
Karen A. Feste, Founder and Director, CRI Graduate Program, & Professor, Josef Korbel School of International Studies
Judith E. Fox, Clinical Assistant Professor, Graduate School of Professional Psychology, & Director, International Disaster Psychology Program
Cynthia Fukami, Professor, Daniels College of Business
Alan Gilbert, Professor, Josef Korbel School of International Studies
Rashmi Goel, Associate Professor, Sturm College of Law
Jeffrey Hartje, Associate Professor, Sturm College of Law
Darrin Hicks, Associate Professor, Department of Human Communication Studies
John (Jack) Jones, Research Professor of Conflict Resolution
Amy Kelsall, Academic Director, Organizational & Professional Communication/Strategic Human Resources Management, University College
Ruth Parsons, Research Professor of Conflict Resolution
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CRI HOSTS VISITING SCHOLAR-IN-RESIDENCE FROM GUATEMALA ANDRÉS ÁLVAREZ CASTAÑEDA

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Present the Book: The Five Percent

Over the course of Fall Quarter, the Conflict Resolution Institute was fortunate to host Visiting Fulbright Fellow Andrés Álvarez Castañeda, Professor and Head of the Anthropology and Sociology Department at the Universidad de Valle de Guatemala (UVG). Although here for only a brief time, Álvarez Castañeda served as a resource to students and faculty alike on a burgeoning topic in the field of Conflict Resolution: Conflict Early Warning Systems.

Both practitioner and scholar, Álvarez Castañeda actively participated in the creation of Guatemala's first conflict early warning system. Thus, he offered a valuable and unique perspective on the theoretical and operational underpinnings of conflict early warning systems, and more specifically, the development of Guatemala's first conflict warning system (CEWS). For the DU community, Álvarez Castañeda presented a well-attended public lecture on his personal experience in implementing and executing Guatemala's conflict early warning system. The talk proved intriguing, as Álvarez Castañeda discussed the difficulty of gaining buy-in and trust for the project, not only within Guatemalan communities but also within the national government. His personal experience evidenced the practical complexities of implementing potentially game-changing tools in Conflict Resolution.

As Álvarez Castañeda states, "At the heart of everything during my time at CRI was my research on conflict early warning systems. I undertook bibliographic research, but also used this as reflective time. This was a chance for me to get ideas and perspectives from colleagues on future directions for my research and projects." While his focus at DU

was primarily research, Álvarez Castañeda also worked on a funding proposal for a new early warning system in the Sololá region of Guatemala, as well as an article for publication detailing the Guatemalan early warning system as a case study. As he emphasizes, "All of my work is connected to the same goal as a practitioner. The object of the article I am working on is to raise consciousness, so that once the proposal has been completed, the chances of obtaining funding for a new conflict early warning system are improved. This is all ultimately connected to my goal of having a new pilot program in place in two years' time, but it remains a work in progress."

Aside from these pursuits, Álvarez Castañeda also presented a public lecture for DU's Anthropology Department on "Community Museums as Museums for Peace: A Case Study of Rabinal, Guatemala." Additionally, he was accepted for participation in a competitive Fulbright Enrichment Seminar on "Democracy and Human Rights" at Emory University. As the capstone to his time as Fulbright Fellow, Ál-



Andrés Álvarez Castañeda

ÁLVAREZ CASTAÑEDA- (CONT.)

varez Castañeda was invited to the University of Wyoming for a weeklong visit, where he gave lectures on important issues in Guatemala including security sector reform and indigenous and cultural rights.

Remarkably, Álvarez Castañeda did not begin his career as a Conflict Resolution specialist, and in fact is a trained anthropologist. In his words, "Anthropology was my starting point. As an applied social scientist, I began working within interdisciplinary teams on different aspects of Guatemala's security sector reform. It was there that I first had contact with Fundación Propaz, one of Guatemala's most important NGOs in the Conflict Resolution Field. After undergoing training with them and eventually becoming a certified mediator, I understood that Peace and Conflict Studies was my passion." Álvarez Castañeda later went on to earn his MA in Conflict Resolution (University of Bradford) and an MSc in Sociology (FLACSO). Currently, he is working on his Ph.D. in Sociology and Political Science at the Pontifical University of Salamanca. As Álvarez Castañeda acknowledges, "I went from being an anthropologist, to a social analyst, to conflict and crisis prevention, and now to peace studies. It has been a sort of process, each step gradually leading to new and exciting aspects of human nature."

A number of factors motivated Álvarez Castañeda's decision to take a four-month leave of absence from his position at UVG to participate as a Fulbright Scholar. He elaborates,

"Overall, networking was my primary driver and interest. I hoped to be working with contacts for collaboration in the future, and I feel as if I accomplished this and more. The Conflict Resolution Institute is an excellent program within a great University. With DU's diverse and impressive faculty, I had an opportunity to deepen my understanding on many topics and to explore new ideas. I especially appreciate learning more about the great value of social psychology in Conflict Resolution, mainly thanks to Professor Tamra Pearson d'Estree and visiting speaker Peter Coleman."

On his final thoughts regarding his experience at CRI as a Fulbright Fellow, Álvarez Castañeda says, "I am very grateful for my time here, and have only positive impressions of my experience. It is definitely important for me to emphasize the value of the Fulbright program as an expression of soft power and academic diplomacy. If the US wants to build bridges of understanding with other countries, Fulbright is definitely the way to go. Ultimately, it's a seed of peace that will undoubtedly germinate in the future."

Andrés Álvarez Castañeda can be reached at aalvarez@uvg.edu.gt.

-- Ambar Velazquez

CRI HOSTS CO-SPONSORS FALL 2011 EVENTS

With the support of the Henry R. Luce Foundation, the Conflict Resolution Institute was proud to participate and co-sponsor many events this fall in honor of Conflict Resolution Month in October.

September 29, 2011 – Public lecture by CRI Fulbright Fellow, Andrés Álvarez Castañeda on "Conflict Early Warning Systems: The CEWS Experience in Guatemala"

October 12-15, 2011 – Association for Conflict Resolution National Conference in San Diego, CA

October 26, 2011 – Presentation by CRI Fulbright Fellow, Andrés Álvarez Castañeda on "Community Museums as Museums for Peace: Rabinal, Guatemala"

October 27, 2011 – Public presentation by Dr. Peter Coleman, author of *The Five Percent: Finding Solutions to Seemingly Impossible Conflicts*

October 28, 2011– Seeking Common Ground's 6th Annual Circles of Change Awards Breakfast

November 4, 2011 – Colorado Statewide ADR Conference at the Denver Renaissance Hotel



Roshan Bliss representing CRI at the Colorado Statewide ADR Conference

INTERNSHIPS

Kristin Bain & Brittany Cassell

Global Youth Connect, Summer 2011 Human Rights Delegation to Rwanda

In the eyes of many, the practice of international justice and reconciliation remains an abstract and elusive concept, undertaken in foreign countries functioning under vastly different cultural conditions. For American Conflict Resolution students, the opportunity to intern with organizations actively involved in these processes can be a rare and valuable one. Thus, when presented with the chance, friends and fellow Conflict Resolution students Kristin Bain and Brittany Cassell were eager to participate in Global Youth Connect's Summer 2011 Human Rights Delegation to Rwanda.



Brittany Cassell (left) & Kristen Bain (right) in Rwanda

Although the program was just shy of a month long, Global Youth Connect left delegates little time to enjoy the Rwandan countryside. Except for one week that was set aside for delegates' internships, every day was programmed – the first half of each day was reserved for workshops on human rights, while the second half was occupied with special speakers and site visits. Delegates visited the offices of the Ministries of Gender and Family Promotion, Justice, and Genocide Prevention. Additionally, the delegates were taken to four of the seven genocide memorials, and visited local Rwandan development organizations. Kristin and Brittany formed part of a delegation of nearly thirty young professionals and students, almost evenly split between native Rwandans and international delegates from all over the world.

Internships, though brief, provided an exceptional look into post-conflict justice and reconciliation in Rwanda. Global Youth Connect functioned as an umbrella organization, placing delegates with various affiliated organizations in Kigali. Kristin interned with the Village of Hope, a village for children whose parents died in the genocide. Interestingly, the Rwandan government did not create the village. Instead, post-genocide, orphaned children who were not necessarily biologically related came together to form families. According to Kristin, "government essentially supported the movement by building homes and providing education, supplies, and psychological support. Of course,

adults check up on them, but the project is about respecting the children and how they are dealing with it [the genocide], as well as honoring what they're doing. I really loved what they were doing." During her week with the organization, Kristin undertook a photo project with the children in the village, who were tasked with taking photos of objects or people that elicited an emotional reaction from them. It was the ideal project for delegates, as it was quick enough for delegates to delve in, but could also be further developed by later delegations.

Meanwhile, Brittany interned with three other delegates at Rwandans Allied for Peace and Progress (RAPP), a local NGO that focuses on encouraging income generation, HIV prevention education, and anti-discrimination programs. With her delegation, Brittany visited a long-standing refugee camp sponsored by the UN Refugee Agency (UNHCR) comprised of both Rwandans who fled the genocide and Congolese fleeing violence in the Kivu. Brittany states, "This was such an eye-opening experience. You have 'temporary' schools that have been in place for nearly two decades, and entire generations growing up in these camps with very little to no security." During her time at the refugee camp, Brittany's delegation participated in educational RAPP plays about hygiene and sex, and developed a funding proposal to provide the local youth center with a new generator. GYC provides up to \$1,000 in grants for projects proposed by each visiting delegation, giving delegates a great opportunity to tangibly impact local conditions. Brittany notes, "GYC's goal with these projects is not to solve problems entirely. It's about making a point, about putting money where your mouth is, essentially leadership by example, which I thought was really important with so many NGOs in Rwanda."

Naturally, Kristin and Brittany's experiences profoundly impacted the ways in which they had previously conceived of justice and reconciliation. As

Conflict Resolution students, Kristin and Brittany passionately debated between themselves about the usefulness and long-term value of Rwandan president Paul Kagame's approach to justice and reconciliation. Under Kagame's repressive rule, the "Rwandan identity" rhetoric is pushed heavily, revealed in the fact that discussing ethnicity is outlawed. New school textbooks do not mention the genocide, and yet Brittany states that "you can't talk about ethnicity, but



Kristen Bain (left) & Brittany Cassell (right) upon completion of internship

INTERNSHIPS (CONT.)

the genocide is still very much in your face.” For Brittany, this situation was a “powder keg waiting to explode. Many issues are not being addressed because you are not able to talk about the genocide.” Conversely, Kristin says, “I saw a positive side to the propaganda. It is undertaken to prevent a future genocide. By developing a consciousness among citizens that they are all

Rwandan, you prevent them from psychologically reducing one another.” Despite their difference of opinions, both friends agreed that Rwanda today is a model of progress and has become one of the safest and secure countries in sub-Saharan Africa. Both students highly recommended participation in Global Youth Connect’s internship programs, and remarked that it is ideal

for students who have never traveled to sub-Saharan Africa and would like to do so within a structured, secure program.

-- Ambar Velazquez

ALUMNI IN THE FIELD

Kate Zimmerly *Presidential Management Fellow*

Kate Zimmerly has been a Presidential Management Fellow (PMF) at the US Office of Personnel Management since her appointment in March of 2010.

The PMF is a two year program where graduate students are hired by the federal government and given the opportunity to work at different agencies within the federal government. Fellows are periodically rotated through different agencies allowing them the opportunity to serve in various capacities. The competitive process of becoming a PMF entails being nominated by your university, a long application process, and a standard exam. Kate was nominated by DU and began the fellowship after a year of working with Mark Udall as a congressional staffer in Washington DC.

While the program is based out of Washington DC, fellows are given the opportunity to work at agencies across the country. Kate has gone through four rotations thus far; her first position at a government agency was at the Department of Homeland Security Headquarters. In that position she did policy work, which entailed working to improve the functioning of the organi-

zation through organizational management, human resources, and human capital. Her second rotation was at the El Paso Intelligence Center, which is run by the Department of Justice Drug Enforcement Agency. Kate also engaged in policy work during her second rotation where she helped create a new unit within the Center.

Zimmerly’s next stint was at the Denver office of Immigration and Customs Enforcement. In this appointment, she provided support for investigations regarding drug trafficking, money laundering and transnational organized crime. She conducted research to support these investigations, including research on patterns of seizures across the state of Colorado.

In her most recent rotation, Kate spent a month working at the US embassy in Mexico City for the department of Immigration and Customs Enforcement. She supported the agency through research and other work on organized crime and the drug wars currently taking place in Mexico. Kate is currently between rotations at PMF headquarters in Washington DC.

Kate contends that CRI “helped immensely” in her ability to successfully accomplish her goals as a PMF. The negotiation skills she learned have been vital and she has been able to use the skills she developed for intra

and interagency consensus building. Zimmerly also credits her studies in Conflict Resolution for helping her attain a healthy perspective, including her ability to pay attention to people and their interests and learning to understand what they are trying to communicate. In her policy work for PMF Kate has found that she was able to anticipate different points of view when approaching policy questions and the impacts various decisions would have on different parts of the organization.

For students who will be graduating or are looking for work in their field, Kate recommends being patient. She said that the best piece of advice she’d been given was that it can take about a year and a half or more to be able to get into a field that one is passionate about. Until then, be open, because “You never know what you’ll get that you didn’t know existed.” And “definitely do an internship”.

-- Fernando Ospina

FACULTY SPOTLIGHT - RUTH PARSONS



Ruth Parsons, Research Professor at the Conflict Resolution Institute.

Research Professor for the Conflict Resolution Institute and Professor Emeriti of the University of Denver's Graduate School of Social Work, Ruth Parsons developed interest in Conflict Resolution early in her career as a social worker. Having earned her MSW and PhD from the University of Denver, Ruth's relationship with DU extends across decades. She also served DU's Graduate School of Social Work (GSSW) in various roles from administration to the classroom. Ruth's work and research with GSSW could be classified into two tracks: Empowerment Practice and Building an Understanding of Conflict Resolution in the Field.

Throughout her 20-year career with GSSW, Ruth's interests and research became more focused as she went on to write and conceptualize how Conflict Resolution would fit into the field of Social Work. While theories of Conflict Resolution were taught at GSSW, Ruth discerned that practical Conflict Resolution strategies were lacking in the curriculum. To address this gap, Ruth was one of the early authors in developing mediation

models for the field of Social Work and in integrating practical Conflict Resolution strategies into the coursework. She has conducted Conflict Resolution training in various organizations and agencies in the Denver area.

In the early 1990s, Ruth played an integral role in establishing a consortium on Conflict Resolution across the DU campus. By 1996, Ruth was on the committee to develop DU's first Masters of Arts in Conflict Resolution, spurring the foundation of the Conflict Resolution Institute.

Then in 1998, Ruth established an enduring relationship with the University of the West Indies after a visit to Trinidad and Tobago with her husband on a sailing trip. The University of the West Indies expressed a desire to have Conflict Resolution training available to community members in Trinidad. In 2003, Ruth was granted the Fulbright Scholar Senior Specialist Award, through which she was able to be involved in developing the University of the West Indies' post-graduate diploma in Mediation Studies and served as the first instructor in the program.

By 2004, CRI was awarded a three-year development grant from the USSD Bureau of Educational and Cultural Affairs, made possible by Ruth's involvement with the University of the West Indies. The partnership between DU and the University of the West Indies made it possible to transform UWI's diploma program into a complete Master of Arts in Mediation Studies.

With its first graduating class in 2006, the University of the West Indies has become the only university-based Conflict Resolution program

in the Caribbean. Consequently, Trinidad has become the center for training and developing capacity in Conflict Resolution for the West Indies. As a result of the research and work that emerged from this partnership, Ruth and her colleagues published one article in the *Howard Journal of Communication* and two in the *Caribbean Journal of Social Work*.

Following the initiation of the project in Trinidad, Ruth played a major role in CRI's partnership with Tbilisi State University in the Republic of Georgia from 2006-2009. She was one of the Principle Trainers helping to establish the Georgia Mediation Clinic. With her indispensable involvement and work with CRI, Ruth was appointed Research Professor in 2007.

Most recently Ruth has been co-teaching and developing the curriculum for the Practicum in the Conflict Resolution degree program at DU. During the Practicum, students mediate disputes with experienced mediators at the Jefferson County Courts. Ruth believes that the Practicum in mediation offers students an opportunity for professional and self-development as they participate in the practice of Conflict Resolution in the field. Ruth also teaches the course "Reflective Practice and Evaluation" in the Master's program.

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FACULTY SPOTLIGHT - RUTH PARSONS (CONT.)

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With many deep personal and professional relationships in the Trini-

dian community, Ruth now spends two to three months out of every year in the country, where she leads “Train the Trainer Workshops” in Mediation and Conflict Resolution at the University of the West Indies. Many of her former students come back to the workshops as Trainers. In addition to her work at the University of the West Indies, Ruth has recently worked with the Crime and Social Justice Commission in devel-

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-- Tanisha White-Phan

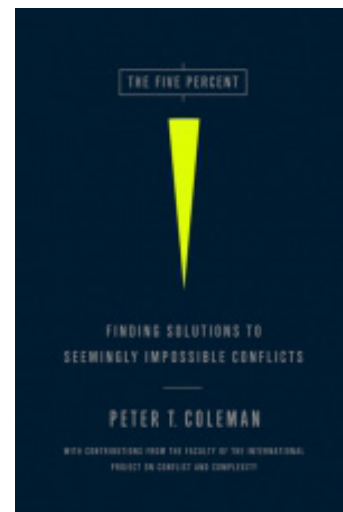
AUTHOR PETER COLEMAN ADDRESSES THE FIVE PERCENT

In conjunction with Colorado’s Conflict Resolution Month, the Conflict Resolution Institute’s Center for Research and Practice hosted a presentation on October 27, 2011 by Professor Peter T. Coleman. A renowned expert on addressing seemingly impossible conflicts of all types, Dr. Coleman works strategically toward constructive conflict resolution and sustainable peace.

Coleman’s Presentation focused on research and findings presented in his recent book, *The Five Percent: Finding Solutions to Seemingly Impossible Conflicts*. This book integrates lessons drawn from practical experience, advances in complexity theory, and the psychological and social currents that drive conflicts, both international and domestic. Coleman offers innovative new strategies for dealing with disputes of all types, ranging from abortion debates to the enmity between Israelis and Palestinians. For the past several years, Coleman has been the lead

investigator on “Modeling the Fundamental Dynamics of Intractable Conflict,” a multidisciplinary project that applies the principles and methods of complexity science to understand what Coleman calls “the Five Percent problem.” According to Coleman, “to contend with this destructive species of conflict [the Five Percent] we must understand the invisible dynamics at work.” Coleman has extensively researched the essence of conflict in his “Intractable Conflict Lab,” the first research facility devoted to the study of polarizing conversations and seemingly unresolvable disagreements.

Coleman’s book employs a new theoretical model which connects prior research on coherence and complexity with basic differences in the underlying dynamics of intractable versus more manageable social conflict. The model brings concepts and insights from dynamical social psychology, in particular the idea of “conflict attractors,” which are scenarios that pull the actors in the conflict further toward the “us and them,” or good and bad perceptions of conflict which ultimately leads to intractability. Furthermore this model portrays intractable conflicts as those which have lost the complexity and openness inherent to more constructive



Coleman’s Book Available Now



Peter Coleman addressing CRI audience

THE FIVE PERCENT (CONT.)

social relations.

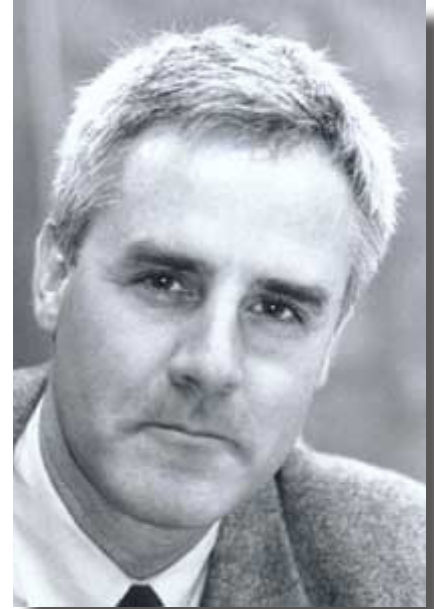
Although intractable conflicts are only about five percent of the world's conflicts, Coleman states that they undermine the security and well-being of societies everywhere. He asserts that as conflicts become more drawn out, and actors become more drawn in, formerly complex thinking processes devolve into less complex more "cohesive" thought processes. This "cohesive" thought process then stifle actors' creativity in dealing with conflict and ultimately resulting in stronger in-group identities and an increased sense of exclusive and competing interests between disputants.

Coleman describes a situation in which a conflict reaches a point of extreme coherence where the actors have come to accept the unacceptable as merely status quo. At this point, even seemingly insignificant events can trigger the conflict system to enter a process of moving from one attractor landscape to another. This situation, according to Coleman occurs when a conflict system has become so coherent that it is operating on the "edge of chaos". It is at that point where he believes that certain "actionaries" could intervene to disrupt the coherent mind-set of the polarized actors and begin to shift the attractor landscapes in a more positive and constructive direction.

Through his research, Coleman then discusses how traditional negotiation techniques focused on the interests of disputants have limited application when dealing with Five Percent conflicts. Coleman proposes a new system of making incremental changes to the socio-political apparatus. By directing conflict away from the negative and dominant attractor landscape to a more constructive positive orientation, the practitioner can ultimately create a stronger and more sustainable outcome.

The Conflict Resolution Institute sponsored a series of events during Coleman's visit to DU. In addition to the well-attended presentation on Thursday, October 27th, CRI sponsored a dinner giving students an opportunity to meet Coleman and further engage him in a more intimate setting. Before his departure the next day, CRI hosted a faculty luncheon to discuss Coleman's article, "Rethinking Intractable Conflict: The Perspective of Dynamical Systems," published in *The American Psychologist*, 2010. Coleman's visit to DU proved to enrich student and faculty discussions with regard to intractable conflict and his multidisciplinary approach to conflict resolution.

Coleman is Associate Professor of Psychology and Education at Teachers College, Columbia University. He is the Director of the International Center for Cooperation and Conflict Resolution (ICCCR), and the Advanced Consortium of Cooperation, Conflict and Complexity (AC4) at the Earth Institute at Columbia. Coleman began his professional career in the 1980s as an actor in New York working in television, theater and film. When he left the spotlight to serve as a mental health counselor for violent inner-city youth, Coleman found his true calling as an expert in conflict resolution, even though he says that, at that point, "I had no training in the area. I was just working from my gut."



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-- Devin Rau

CRI STAFF UPDATE

CRI is pleased to introduce Tanisha White-Phan, who will be working closely with Dr. Tamra Pearson d'Estrée as Assistant to the Director of the Center for Research and Practice. Tanisha earned her MBA in Global Social Sustainable Enterprise at Colorado State University, where she was a founding member of a social enterprise manufacturing and selling clean water filters in Nakuru, Kenya. Tanisha's experience includes working in private and public sector organizations. She also spent two years in the People's Republic of China as an instructor at Tianjin University of Finance and Economics. With her marketing and communication skills, Tanisha hopes to help CRI update its website and increase the use of social media. You can contact Tanisha at cricrp@du.edu.



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Newsletter Editing and Design: Tanisha White-Phan

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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CRI DISCUSSES DYNAMICS OF INTRACTABLE CONFLICT WITH PETER COLEMAN



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Although intractable conflicts are only about five percent of the world's conflicts, Coleman states that they undermine the security and well-being of societies everywhere. He asserts that as conflicts become more drawn out, and actors become more drawn in, formerly complex thinking processes devolve into less complex more "cohesive" thought processes. These "cohesive" thought processes then stifle actors' creativity in dealing with conflict and ultimately resulting in stronger in-group identities

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- Faculty Spotlight: Ruth Parsons CRI Research Professor
- Internship Report: Kristin Bain and Brittany Cassell - Global Youth Connect

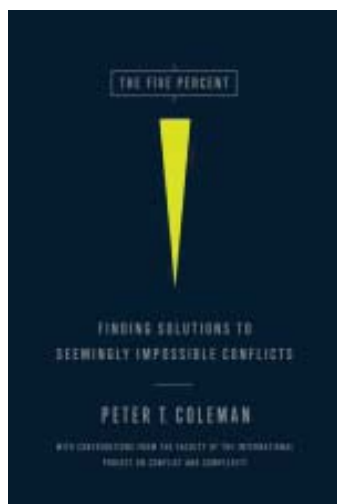
PETER COLEMAN- (CONT.)

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1 Vallacher, R. Coleman, P.T., Nowak, A., Bui-Wrzosinska, L. (2010). Rethinking intractable conflict: The perspective of dynamical systems. *American Psychologist*, 65(4), 262-278.

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Professor Ruth Parsons can be contacted at ruthjparsons@hotmail.com

-- Tanisha White-Phan

VISITING SCHOLAR ANDRÉS ÁLVAREZ CASTAÑEDA

CRI hosts Fulbright Fellow during the Fall of 2011

Over the course of Fall Quarter, the Conflict Resolution Institute was fortunate to host Visiting Fulbright Fellow Andrés Álvarez Castañeda, Head of the Anthropology and Sociology Department at the Universidad de Valle de Guatemala (UVG). Although here for only Fall Quarter, Mr. Álvarez Castañeda served as a resource to students and faculty alike on a burgeoning topic in the field of Conflict Resolution: Conflict Early Warning Systems (CEWS).

Interestingly, early warning systems (EWS) have been used since the 1980s to construct prioritized lists for interventions in food insecure countries, but have only recently begun to be applied to situations of conflict. Combining innovative technology and frequent data entry, these systems provide real-time visuals on potential sites of conflict within a country. In Guatemala's case, the pilot CEWS consisted of an on-line database that was fed information on a weekly basis by local delegates in regions and provinces throughout the country. Software developed by mathematicians and statisticians aggregated and analyzed this information, producing maps, charts, and figures that provide a visual "pulse" of conflict trends.

Both practitioner and scholar, Mr. Álvarez Castañeda actively participated in the creation of Guatemala's first CEWS, and therefore offered a valuable and unique perspective on the theoretical and operational underpinnings of these systems. For the DU community, Mr. Álvarez Castañeda presented a well-attended public lecture on his personal experience in implementing and executing Guatemala's CEWS. The talk proved intriguing, as Mr. Álvarez Castañeda discussed the difficulty of gaining buy-in and trust for the project, not only within Guatemalan communities but also within the national government. His personal experience evidenced the practical complexities of implementing potentially game-changing tools in conflict resolution.

As Mr. Álvarez Castañeda states, "At the heart of everything during my time at CRI was my research on conflict early warning systems. I undertook bibliographic research, but also used this as reflective time. This was a chance for me to get ideas and perspectives from colleagues on future directions for my research and projects." While his focus at DU was primarily research, Mr. Álvarez Castañeda also worked on a funding proposal for a new early warning system in the Sololá region of Guatemala, as well as an article for publication detailing the Guatemalan EWS as a



Andrés Álvarez Castañeda

case study. As he emphasizes, "All of my work is connected to the same goal as a practitioner. The object of the article I am working on is to raise consciousness, so that once the proposal has been completed, the chances of obtaining funding for a new conflict early warning system are improved. This is all ultimately connected to my goal of having a new pilot program in place in two years' time, but it remains a work in progress." Mr. Álvarez Castañeda's working paper on "Conflict Early Warning Systems: The Experience of CEWS in Guatemala" is available through CRI's working paper series (see box at right).

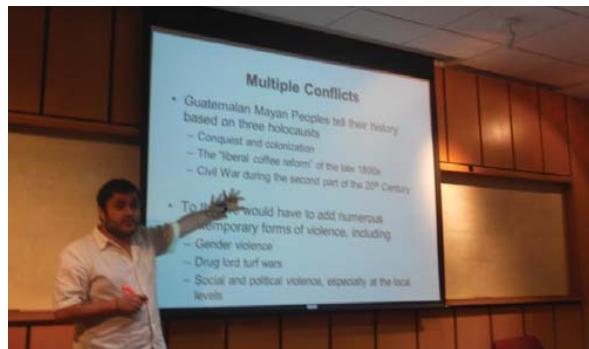
Aside from these pursuits, Mr. Álvarez Castañeda also presented a public lecture for DU's Anthropology Department on "Community Museums as Museums for Peace: A Case Study of Rabinal, Guatemala." Additionally, he was accepted for participation in a competitive Fulbright Enrichment Seminar on "Democracy and Human Rights" at Emory University. As the capstone to his time as Fulbright Fellow, Mr. Álvarez Castañeda was invited to the University of Wyoming for a weeklong visit, where he gave lectures on important issues in Guatemala including security sector reform and indigenous and cultural rights.

Remarkably, Mr. Álvarez Castañeda did not begin his career as a conflict resolution specialist, and in fact is a trained anthropologist. In his words, "Anthropology was my starting point. As an applied social scientist, I began working within interdisciplinary teams on different aspects of Guatemala's security sector reform. It was there that I first had contact with Fundación Propaz one of Guatemala's most important non-governmental organizations in the field of

AÑEDA BRINGS WISDOM FROM GUATAMALA

conflict resolution. After undergoing training with them and eventually becoming a certified mediator, I understood that Peace and Conflict Studies was my passion.” Mr. Álvarez Castañeda later went on to earn his MA in Conflict Resolution (University of Bradford) and an MSc in Sociology (FLACSO). Currently, he is completing his Ph.D. in Sociology and Political Science at the Pontifical University of Salamanca. As Mr. Álvarez Castañeda acknowledges, “I went from being an anthropologist, to a social analyst, to conflict and crisis prevention, and now to peace studies. It has been a sort of process, each step gradually leading to new and exciting aspects of human nature.”

A number of factors motivated Mr. Álvarez Castañeda’s decision to take a four-month leave of absence from his position at UVG to participate as a Fulbright Scholar. He elaborates, “Overall, networking was my primary driver and interest. I hoped to be working with contacts for collaboration in the future, and I feel as if I accomplished this and more. The Conflict Resolution Institute is an excellent program within a great university. With DU’s diverse and impressive faculty, I had an opportunity to deepen my understanding on many topics and to explore new ideas. I especially appreciate learning more about the great value of social psychology in conflict resolution, mainly thanks to Professor Tamra Pearson d’Estrée and visiting speaker Peter



Álvarez Castañeda Presenting on CEWs

Coleman.” On his final thoughts regarding his experience at CRI as a Fulbright Fellow, Mr. Álvarez Castañeda says, “I am very grateful for my time here, and have only positive impressions of my experience. It is definitely important for me to emphasize the value of the Fulbright program as an expression of soft power and academic diplomacy. If the US wants to build bridges of understanding with other countries, Fulbright is definitely the way to go. Ultimately, it’s a seed of peace that will undoubtedly germinate in the future.”

Andrés Álvarez Castañeda can be reached at aalvarez@uvg.edu.gt.

-- Ambar Velázquez

CONFLICT EARLY WARNING SYSTEMS: THE GUATEMALAN EXPERIENCE - ANDRÉS ÁLVAREZ CASTAÑEDA, MA

Abstract - From 2006 to 2008, Guatemalan national authorities and members of the international community worked towards the creation of a Conflict Early Warning System (CEWS), in an effort that built on the existing institutional base for conflict prevention. The CEWS functioned as a pilot project over the course of two years in six departments in Guatemala, under the guardianship of the Vice-Presidency of the Republic. Following a change of administration in the executive branch, the project was discontinued, and to the best of the authors’ knowledge, has not been resumed. This study represents an effort to document the most important aspects of the project and to salvage those lessons learned from the CEWS experience.

First, the article reviews the history of Early Warning Systems (EWS) and conflict-specific EWS. A brief summary of the project’s history and the institutional framework into which it was embedded is then presented. The models and methodological instruments used by the system are then described – how the database operated and the types of information it produced, as well as the analytical utility of these products. Finally, a series of lessons learned from the project are drawn for future interventions.

Order the Working Paper at: <http://www.du.edu/con-res/documents/CRIWorkingPaperSeriesOrderForm2012.pdf>

ALUMNI IN THE FIELD

Kate Zimmerly

Presidential Management Fellow

Kate Zimmerly (MA '09) has been a Presidential Management Fellow (PMF) at the US Office of Personnel Management since her appointment in March of 2010. The PMF is a two year program where recent graduates of Mas-



Kate Zimmerly (MA '09) in the US Congress

ter's programs are hired by the federal government and given the opportunity to work at different agencies within the federal government. Fellows are periodically rotated through different agencies allowing them the opportunity to serve in various capacities. The competitive process of becoming a PMF entails being nominated by your university, a long application process, and a standard exam. Kate was nominated by DU and began the fellowship after a year of working with Senator Mark Udall as a congressional staffer in Washington DC.

While the program is based out of Washington DC, fellows are given the opportunity to work at agencies across the country. Kate has gone through four rotations thus far; her first position at a government agency was at the Department of Homeland Security Headquarters. In that position she did policy work, which entailed working to improve the functioning of the organization through organizational management, human resources, and human capital. Her second rotation was at the El Paso Intelligence Center, which is run by the Department of Justice Drug Enforcement Agency. Kate also engaged in policy work during her second rotation where she helped create a new unit within the Center to help various agencies working on the border to cooperate more effectively.

Zimmerly's next stint was at the Denver office of Immigration and Customs Enforcement. In this appointment, she provided support for investigations regarding drug trafficking, money laundering and transnational organized crime. She conducted research to support these investigations, including research on patterns of seizures across the state of Colorado.

In her most recent rotation, Kate spent a month working at the US embassy in Mexico City for the department of Immigration and Customs Enforcement. She supported the agency through research and other work on organized crime and the drug wars currently taking place in Mexico. Kate is currently between rotations at PMF headquarters in Washington DC.

Kate contends that CRI "helped immensely" in her ability to successfully accomplish her goals as a PMF. The negotiation skills she learned have been vital and she has been able to use the skills she developed for intra and interagency consensus building. Zimmerly also credits her studies in Conflict Resolution for helping her attain a healthy perspective, including her ability to pay attention to people and their interests and learning to understand what they are trying to communicate. In her policy work for PMF Kate has found that she was able to anticipate different points of view when approaching policy questions and the impacts various decisions would have on different parts of the organization.



Zimmerly in Mexico

For students who will be graduating or are looking for work in their field, Kate recommends being patient. She said that the best piece of advice she'd been given was that it can take about a year and a half or more to be able to get into a field that one is passionate about. Until then, be open, because "You never know what you'll get that you didn't know existed." And "definitely do an internship."

-- Fernando Ospina

Save the Date!
CRI Commencement
Reception June 7
Alumni Welcome

INTERNSHIP REPORT

Kristin Bain and Brittany Cassell

Global Youth Connect, Summer 2011 Human Rights Delegation in Rwanda



Brittany Cassell (left) & Kristen Bain (right) in Rwanda

In the eyes of many, the practice of international justice and reconciliation remains an abstract and elusive concept, undertaken in foreign countries functioning under vastly different cultural conditions. For American Conflict Resolution students, the opportunity to intern with organizations actively involved in these processes can

be a rare and valuable one. Thus, when presented with the chance, friends and fellow Conflict Resolution students Kristin Bain and Brittany Cassell were eager to participate in Global Youth Connect's Summer 2011 Human Rights Delegation to Rwanda. (More information on Global Youth Connect, visit www.globalyouthconnect.org.)

Although the program was just shy of a month long, Global Youth Connect left delegates little time to enjoy the Rwandan countryside. Except for one week that was set aside for delegates' internships, every day was programmed – the first half of each day was reserved for workshops on human rights, while the second half was occupied with special speakers and site visits. Delegates visited the offices of the Ministries of Gender and Family Promotion, Justice, and Genocide Prevention. Additionally, the delegates were taken to four of the seven genocide memorials, and visited local Rwandan development organizations. Kristin and Brittany formed part of a delegation of nearly thirty young professionals and students, almost evenly split between native Rwandans and international delegates from all over the world.

Internships, though brief, provided an exceptional look into post-conflict justice and reconciliation in Rwanda. Global Youth Connect functioned as an umbrella organization, placing delegates with various affiliated organizations in Kigali. Kristin interned with the Village of Hope, a village for children whose parents died in the genocide. Interestingly, the Rwandan government did not create the village. Instead, post-genocide, orphaned children who were not necessarily biologically related came together to form families. According to Kristin, "government essentially supported the movement by building homes and providing

education, supplies, and psychological support. Of course, adults check up on them, but the project is about respecting the children and how they are dealing with it [the genocide], as well as honoring what they're doing. I really loved what they were doing." During her week with the organization, Kristin undertook a photo project with the children in the village, who were tasked with taking photos of objects or people that elicited an emotional reaction from them. It was the ideal project for delegates, as it was quick enough for delegates to delve in, but could also be further developed by later delegations.

Meanwhile, Brittany interned with three other delegates at Rwandans Allied for Peace and Progress (RAPP), a local non-governmental organization (NGO) that focuses on encouraging income generation, HIV prevention education, and anti-discrimination programs. With her delegation, Brittany visited a long-standing refugee camp sponsored by the UN High Commissioner for Refugees (UNHCR) comprised of both Rwandans who fled the genocide and Congolese fleeing violence in the Kivu. Brittany states, "This was such an eye-opening experience. You have 'temporary' schools that have been in place for nearly two decades, and entire generations growing up in these camps with very little to no security." During her time at the refugee camp, Brittany's delegation participated in educational RAPP plays about hygiene and sex, and developed a funding proposal to provide the local youth center with a new generator. GYC provides up to \$1,000 in grants for projects proposed by each visiting delegation, giving delegates a great opportunity to tangibly impact local conditions. Brittany notes, "GYC's goal with these projects is not to solve problems entirely. It's about making a point, about putting money where your mouth is, essentially leadership by example, which I thought was really important with so many NGOs in Rwanda."

Naturally, Kristin and Brittany's experiences profoundly impacted the ways in which they had previously conceived of justice and reconciliation. As Conflict Resolution students, Kristin and Brittany passionately debated between themselves about the usefulness and long-term value of Rwandan president Paul Kagame's approach to justice and reconciliation. Under Kagame's repressive rule, the "Rwandan identity" rhetoric is pushed heavily, revealed in the fact that discussing ethnicity is outlawed. New school textbooks do not mention the genocide, and yet Brittany states that "you can't talk about ethnicity, but the genocide is still very much in your face." For Brittany, this situation was a "powder keg waiting to explode. Many issues are not being addressed because you are not able to talk about the genocide." Conversely, Kristin says, "I saw a positive side to the propaganda. It is undertaken to prevent a future genocide. By developing a consciousness among citizens that they are

INTERNSHIP (CONT.)

all Rwandan, you prevent them from psychologically reducing one another.” Despite their difference of opinions, both friends agreed that Rwanda today is a model of progress and has become one of the safest and secure countries in sub-Saharan Africa. Both students highly recommended participation in Global Youth Connect’s internship programs, and remarked that it is ideal for students who have never traveled to sub-Saharan Africa and would like to do so within a structured, secure program.

-- Ambar Velázquez

STAFF UPDATE

Assistant to the Co-Director for nearly four years (2008-2011), Autumn Gorman (IIC MA, IMBA ‘10), is now an Emerging Markets Development Advisers Fellow in Amman, Jordan.

Learn more about Autumn:
<http://www.du.edu/con-res/newsletters/gorman-staff-update.html>



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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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BUILDING CONFLICT RESOLUTION SERVICES AT THE UNIVERSITY OF DENVER

An Alternative Means to Resolving On-Campus Disputes

IN THIS ISSUE

- Building Conflict Resolution Services at the University of Denver
- Faculty Spotlight: Douglas Allen, CRI Core Faculty
- CRI Master's Program Practicum Series: Preparing Tomorrow's Practitioners
- Alumni in the Field: Katie Manderson: ADR Specialist at USAID
- Organizational Disputes: The Ombuds
- Creating Regional Connections & Building Capacity
- Internship Report: Rachel Tardiff, Mercy Corps
- 2012-2013: A Year in Review

In the winter of 2011, Brittany Eskridge, Jonathan Howard, and Adam Brown began developing an on-campus dispute resolution center at the University of Denver. At that time [See Winter 2011 Newsletter] the dispute resolution center was still in its drafting stage; however, fall quarter of 2012, CRI reconnected with Adam Brown to discuss the progress of the project which is now known as Conflict Resolution Services (CRS). Eskridge, Howard, and Brown all have graduated from the Conflict Resolution program at the University of Denver since founding CRS. Brown is now the Assistant Director of Student Conduct at the University of Denver, pursuing his second Master of Arts degree in Higher Education. As the Assistant Director of Student Conduct, Brown continues to advocate for the long-term sustainability of CRS through various resources, trainings, and facilitations.

When implementing the theories they earned in the classroom, the founding team of CRS quickly realized that they needed to adjust their plans in order to work within the limitations of what was actually achievable. Brown explains, "In our proposal we outlined doing three different services: mediation, conflict coaching, and restorative

justice; but once we realized we were short on resources, we decided to ask what we could do to best utilize our time and energy. We decided to start with conflict coaching." He went on to say, "Conflict coaching has been great because we have connected with conflict coaches in communities from all throughout Denver and its surrounding areas." CRS has brought these practitioners in to do conflict coaching cases at the University of Denver, where they are able to transfer their understanding of conflict resolution to students and staff utilizing third party neutrals.

Along with utilizing outside practitioners and professionals to share their skills and knowledge with the University of Denver, Brown has also focused on using educational workshops to extend the reach of CRS. Initially, the idea was for CRS to concentrate on directly resolving undergraduate and graduate, student-to-student disputes as well as student-to-faculty conflicts; however, due to the limited resources at the disposal of CRS, it was concluded that the next best thing would be to train intermediaries in basic conflict resolution skills and practices. They decided that the best intermedi-



CRI Alum, Adam Brown
Associate Director of Student Conduct

CONFLICT RESOLUTION SERVICES- (CONT.)



Brown facilitating a training for DU's Office of Student Conduct

aries to train were Assistants in Housing, because they supervise dorm activities. So Brown and a group of second year Conflict Resolution students coached the Assistants in Housing in conflict resolution practices with the hope that this would provide them with the skills and knowledge necessary to handle disputes of low-level risk before they escalate and become higher risk. In turn, this has

been a way for CRS to reach out to students while at the same time remain open and capable of handling higher level campus disputes that require a more advanced degree of expertise and training, which students of the Conflict Resolution Institute receive in the course of their studies.

Brown remarks that, "CRS has been fortunate to have grad students come in from the Conflict Resolution Institute to help. What has been very exciting is that for the different workshops, in which we have been teaching about conflict styles, communication, and mediation, CRS has been able to bring in students from the Conflict Resolution Institute in order to have them co-facilitate." One example of this is that Brown brought in Conflict Resolution students as mediation coaches for the Assistants in Housing mediation workshop CRS held at the beginning of the year. The workshop consisted of a number of scenarios in which one person acted as a mediator and two others as disputants. Throughout the scenarios, the Conflict Resolution students who had mediation training were able to collaborate with professional housing staff to coach the Assistants in Housing.

Brown notes that he has received positive feedback from a number of the Conflict Resolution students who participated in the workshop, who say that it was a great learning experience. Brown says that the Conflict Resolution students who facilitated were able to build upon what they had learned in the classroom by teaching and transferring the skills and knowledge honed in class to others. Brown says that participation in the mediation workshops has, "in a way been a transformation of how the Conflict Resolution students understand mediation." When asked if he would recommend

involvement in CRS workshops to all Conflict Resolution students, Brown responded, "Conflict Resolution in higher education is not readily known by everyone based upon U.S. socialization. However, I think it's really important because there are skills that can be learned here, working with students and staff in our workshops, that are applicable anywhere."

As to Brown's work with CRS, he says that he hopes to remain involved for as long as he is at the University of Denver; and his goal is to leave the program with long-term sustainability so that it can continue to help staff and students well into the future. Brown is currently trying to find interns from the Conflict Resolution Institute to help CRS take on the enormous task of handling Alternative Dispute Resolution at the University of Denver. Brown explains that he has the option of bringing on interns from any academic program at the university, but that students from other programs do not have the same skill-set as Conflict Resolution students. Brown states that by bringing aboard interns with conflict resolution skills, "CRS would become more sustainable and likely to be around in the future." Brown comments, "ideally it would also be great to have one or two Graduate Assistant positions within the Office of Student Conduct that only do this area of conflict resolution, once again, for sustainability."

This winter, CRS will celebrate its second year of pilot programs at the University of Denver. In the development phase of CRS, Eskridge, Howard, and Brown envisioned offering mediation, conflict coaching, and restorative justice to university students and staff. Through mediation workshops, CRS is accomplishing its first goal of providing additional mediation to the University of Denver community. Through training Assistants in Housing, CRS is fulfilling its second goal of conflict coaching. This year, Brown and the Office of Student Conduct is beginning to fulfill CRS's third goal of offering restorative justice by holding Restorative Justice Conferences (RJC). This process, while currently in the pilot and development phase, will act to bring together members from the University of Denver, along with members of the greater community, who have been impacted by an incident in order to repair any harm that has taken place. In less than two years, CRS has moved from an abstract idea to an actualized on-campus dispute resolution center that offers mediation, conflict coaching, and restorative justice to students, faculty, and staff, to find alternative ways of dealing with and overcoming conflict in order to reach more constructive outcomes.

Adam Brown can be contacted at: Adam.Brown@du.edu.

--Andrew Godziek

FACULTY SPOTLIGHT - DOUGLAS ALLEN



Dr. Douglas Allen, Professor and Director of the IMBA program at DU's Daniels College of Business.

Dr. Douglas Allen has been a staple and founding faculty member of the Daniels College of Business at the University of Denver since 1989, and lives by the expression that a rolling stone gathers no moss. From an early age, Dr. Allen's parents instilled in him an appreciation of global cultures that has been a continuous way of thinking not only throughout his career, but life as well.

Primarily interested in the regions of Southern Africa and China, Dr. Allen spent most of his life abroad, in part thanks to his mother and father who raised in him the Bahá'í Faith. Dr. Allen's Bahá'í faith encourages world unity and understanding, a guiding principle in conflict resolution and increasingly in business management. Dr. Allen's office in the Daniels College of Business is a testament to his travels: a model airplane collection from South Africa and Zimbabwe, a globe, a world map, as well as a model of the World Expo in Shanghai.

As the Director of the International MBA program, Dr. Allen has dedicated much of his life to building

bridges between businesses and cross-cultural understanding. In an increasingly globalized world, it is important to recognize that business management includes not only interpersonal skills, but inter-cultural skills now as well. In 1991 Dr. Allen's father, Dr. Dwight Allen, Professor Emeritus of Old Dominion University in Virginia, told him that, "No self-respecting MBA program should not send their students to China", and after becoming curious about that statement, Dr. Douglas Allen spent three weeks in China visiting various cities. Dr. Allen went on to write publications about China and repatriation issues, as well as management challenges that they face. Currently, he is researching how well expats from mainly China, but other various countries readjust to returning their home country after studying abroad, and the trials they face on that front concerning loss of respect, wages, and so on. His father has traveled to China more than 50 times to work on education reform projects there, and has also worked in southern Africa with UNESCO and USAID developing national teacher training colleges in Lesotho and Botswana for about 5 years.

Repatriation issues are particularly relevant since many of the students at the Daniels College of Business are expats from the Asian region. With classes offered in Global Management, Conflict Resolution, International Law and Human Rights, it is one of the top business schools in the world, producing IMBA graduates who are ethical, sharp, and trained in cross-cultural communication in a business setting. Furthermore, Alternative Dispute Resolution is growing as an essential element not only in business management, but as a skill that all professionals should practice.

Dr. Allen predicts that Alternative

Dispute Resolution will become more of a necessity in future times of war due to the increasing interdependence of nations on one another for resources and labor. Therefore conflict resolution will be a necessary skill and tool for professionals in International Business worldwide. Today within the United States, Dr. Allen sees our society becoming more polarized, where two sides cannot agree on identical data to base their political projections. The 2012 Elections in the United States has served as a reminder that we must change with the times, and hostility is not the best path to forming a more united tomorrow.

On that note, Dr. Allen sees the future of conflict resolution playing a larger part in litigation and alternative dispute resolution through mediation. He states that this has to be on a micro and macro level: beginning with families and ending on the national and international stage, it is all interconnected. Dr. Allen lamented the toll that being litigious has cost the US, and that most of these disputes have arisen from one or both parties not understanding or willing to agree on a common goal. In an international setting, these misunderstandings can be resolved with a better comprehension and appreciation of the other's culture.

Dr. Allen advises students in the Conflict Resolution and the IMBA programs to get outside of their comfort zones to really push themselves in exploring other cultures, whether on campus at the University of Denver, in the local community, or traveling abroad "The more cross-cultural experience, the better".

Dr. Allen can be contacted at: Douglas.Allen@du.edu.

--Charlotte Prewitt

CRI MASTER'S PROGRAM PRACTICUM SERIE

DU's Conflict Resolution Institute Leads in Academic Excellence with Advancements in Practicum Experience

In the spring of 2010 the Conflict Resolution Institute implemented its first practicum module for students in the In the Spring of 2010 the University of Denver's Master's program in Conflict Resolution implemented a new practicum experience for the students. The addition of this experience was intended to make the DU program superior to other Conflict Resolution programs and to increase the immediate employability of the students by both providing extensive practical experience for the students, and also to help connect them to working professionals in the various Conflict Resolution fields. From the beginning the practicum was designed to be a "learning" program, utilizing student and faculty feedback to continually improve the experience for students with each passing year. This design characteristic has ensured that the DU practicum is currently and continually providing the best possible practical experience to their Conflict Resolution students.

Although many Masters Programs in Conflict Resolution offer top notch academic training, few if any emphasize the importance of practical experience. Program designers at the Conflict Resolution Institute at the University of Denver recognized the need to integrate theory with practice as well as the importance of creating opportunities that could be opened up to students through working with practitioners active in the field. It was for these reasons that the Conflict Resolution Institute implemented its first practicum module for students in the Conflict Resolution Master's program in the spring of 2010. Reasons to create the Practicum included developing opportunities to experience and engage in the integration of theory and practice, and providing students with apprenticing that goes beyond

what is possible in the internships. As CRI Co-Director Dr. Tamra Pearson d'Estrée explains, "While internships expose students to actual practice settings, they are often more like observers, and the type of experience they obtain from these settings varies widely. In order to provide the experience students need to be employable when they graduate, CRI offers the practicum as an intensive supervised apprenticeship". The addition of the Practicum distinguishes the DU Conflict Resolution program from many others around the country and worldwide.

In addition to increasing the level of practical experience that the DU students will receive, the practicum experience is intended to improve the employability of the Master's candidates so they can make the transition from student to practitioner in the increasingly competitive field of Dispute Resolution. These goals are accomplished in two ways, first, by creating the necessary conditions for the students to further develop their dispute resolution skills, and second by connecting students to the larger professional community. In this way, the Practicum not only provides a unique and rich environment for participants to further develop practical skills but also ensures exposure to working professionals and programs so that the future practitioners will be better equipped with the skills, experience and connections that they will need to enter directly into the field of Dispute Resolution upon graduation from the Master's program. As d'Estrée explains, "the program provides practical experience, which improves the ability of students to apply theory and skills to real-time experiences."

Program Construction

The practicum program is broken into basic and advanced phases. During the basic phase, all of the students participate in an intensive regimen of mediation practice as co-mediators. This phase integrates theoretical skills from course work with mediation training to both continue building a foundation in interpersonal skills and to gain experience operating in the conflict environment. The advanced phase of the practicum is intended to allow students to tailor their particular experience to best suit their future careers. It allows them to choose a specific area of focus, or "track" to follow through the duration of the practicum experience. Students choose a specialized track in either interpersonal, environmental and public policy, or international conflict resolution.

Students pursuing the interpersonal track continue to hone their skills in mediation and interpersonal communication. More importantly, this track allows them to connect with practicing professionals with advanced experience in specific areas in a mentoring relationship to more comprehensively synthesize theory and practice. For example, students have chosen to specialize in organizational, domestic and family mediation, organizational ombudsmanship and re-



Dr. Martin Carcasson CRI Adjunct Faculty teaching during Spring 2012 Practicum

S: PREPARING TOMORROW'S PRACTITIONERS



storative justice. This approach provides participants with the opportunity to both meet and work with practicing professionals and experience the “real world” of interpersonal conflict resolution. Students in this track further develop and solidify skills that they will use when dealing one-on-one, or in small groups with their clients to manage and resolve personal conflicts.

Students pursuing the environmental and public policy track work with professionals who actively develop public policy or who intervene to help resolve contentious policy or environmental issues. Students pursuing this track gain hands-on experience working on the different stages of such projects including research, planning, execution and review of the project. This track provides the student with first-hand experience that will help them understand and address the many parameters that they will have to manage when working on contentious public issues.

Finally, students who want to work on international or intercommunal conflicts undergo intensive training with their peers from around the United States and the world. This practicum track has participants working with other students and practitioners to engage in international problem solving workshop training in Washington D.C. where they both receive hands on experience working at the international level, and network with colleagues working around the world in peace and conflict studies. These students also gain hands-on experience during all phases of planning, executing and evaluating an intergroup intervention.

Program Development and Evolution

Now in its fourth year, the practicum has proven to be a very educational and productive path for the Conflict Resolution Institute. The Practicum was implemented first raise the bar on the field education provided by the Conflict Resolution program at the University of Denver and second to give students a distinct advantage in creating a viable career in the increasingly competitive field of dispute resolu-

tion. From the beginning, the program designers have made every effort to ensure that their practicum experience is second to none. Former participant Suzy Compton comments about her experience with the international practicum, “The practicum was the most educational experience in the program for me. Although I obviously wouldn’t have been able to do it without all the other classes and experiences, it was the best chance to put everything I had learned into practice. For the first time, I was no longer a student learning theory; instead, I was treated as an equal, a colleague who helped plan and make important decisions.”

Of course, developing a top notch practicum experience for students has been a challenging and evolutionary process. To ensure the highest quality, program designers receive feedback from faculty and participants before, during and after the practicum in order to make value added adjustments to the program. This continuous monitoring has resulted in numerous “tweaks” to various aspects of the program which have had various short and long term as well as indirect and direct impact on the experience of the participants.

The unique design approach, emphasizing feedback and reflection, has resulted in a “learning” program that can change and adapt with each cycle to improve the experience of the participants. This ensures that the practicum experience is always evolving and utilizing the best possible resources to adapt to an ever-changing field of practice, and also results in a program that can be more easily and effectively tailored to each student and unique group of participants.

For more information about CRI’s Practicum, contact us at cricrp@du.edu.

--Devin Rau

ALUMNI IN THE FIELD

Katie Manderson (MA '08): ADR Specialist with the US Agency for International Development

Since March 2007, Katie Manderson (MA '08) has worked in Alternative Dispute Resolution (ADR) to ensure compliance of Equal Employment Opportunity (EEO) regulations for the largest federal agencies in international relations. From 2007-2011 Manderson served as an ADR Specialist for the US Department of State (DOS), and most recently, she is working in the same capacity for the US Agency for International Development (USAID). Her duties include meeting with individuals on staff in these agencies to resolve various work place conflicts, as well as being a mediator with the US government's Shared Neutrals Program where she not only



Katie Manderson (MA '09) at the Taj Mahal in India

assists her own agency but other agencies with their workplace conflict.

In her own words, Manderson says "Basically, I do a ton of conflict resolution work, from conducting mediations or facilitations to just meeting with an employee or manager who is in a dispute and coaching them through it." She stated that most of the disputes that she mediates center around respect, where both parties feel that there is a lack of respect for them in their workplace. Her career as ADR Specialist in the US Department of State and USAID has given Manderson the opportunity to travel all over the globe. She has traveled to Thailand, Sri Lanka, Bangladesh, Tanzania, South Africa, Ghana, Germany, Iraq, Vietnam, and looks forward to many more trips to many more exotic locations. In her line of work, Manderson gets a unique perspective of these federal agencies and their organizational culture because she meets with everyone from the gardeners to Ambassadors. She enjoys the relational aspect of her line of work because in every country people are friendly and eager to show her around the best their country has to offer.

One of her most memorable experiences while traveling was in Sri Lanka. With only one day to explore the country, Manderson headed to Kandy for the Festival of

the Tooth which is called, Esala Perahera. This festival was crowded with people everywhere, in true South Asian style, making it hard to move through the crowds. Manderson and a co-worker had to hurry through the crowds to make a flight to Vietnam the next morning. In order to make the flight and push through the crowds, she had to convince people to help them get back to the car.

Currently, Manderson constantly refers back to the theoretical knowledge she gained in the classroom while pursuing her MA in Conflict Resolution at DU along with the experiences she collected in her internship at the Department of State, Office of Civil Rights. Manderson's internship at the Office of Civil Rights and Diversity



Manderson in Kanchanaburi, Thailand

opened doors to her current position at USAID. In respect to current Conflict Resolution students, or those considering a course of study in this field, Manderson advises that they should, "think broadly" in that this field can be applied to many areas across various sectors.

Manderson remarks that everyone at the DOS has been extraordinary in helping her learn the nuances of the EEO process as well as develop her career at both DOS and USAID. Additionally, the Foreign Service staffers have been amazing in

helping Manderson understand the culture of the DOS. Manderson goes on to say that to really understand a place and people, you must understand the conflict that they are going through, even within an organization.

Preparing for her next assignment trip Afghanistan, Manderson looks back at her journey in the field of Conflict Resolution which started at DU, she remarks, "I am blessed in the fact that I use my degree every day!"

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--Charlotte Prewitt

INTERNSHIP REPORT

Rachel Tardiff (MA '13): *Summer Intern at the Mercy Corps Headquarters in Portland, Oregon*



During the summer of 2012, Rachel Tardiff had the exciting opportunity to intern with Mercy Corps at their headquarters in Portland, Oregon. Mercy Corps is a global aid agency that seeks to alleviate poverty, conflict, and oppressive conditions in countries that are experiencing or have recently experienced considerable turmoil. When asked why she chose to intern at Mercy Corps, Tardiff responded, "I thought

there might be a good opportunity to provide assistance while also gaining valuable experience in the Leadership and Organizational Effectiveness division (LOE) of Mercy Corps."

Upon initial investigation Tardiff found that Mercy Corps did not offer an internship for a conflict resolution and leadership development position within the LOE division. Even so, she was not deterred. Tardiff was able to secure an internship with Mercy Corps by writing a proposal detailing how both Mercy Corps and herself would benefit from her internship in the area of conflict management. Mercy Corps was interested in utilizing Tardiff's expertise in the field of conflict resolution, and in turn worked with her to find the optimal way to use her abilities at Mercy Corps' headquarters. They decided that the best way to utilize Tardiff's talents was to arrange an internship for her in the LOE division.

During Tardiff's internship, she shadowed the Senior Director for Global Leadership Development. Tardiff's internship included attending meetings with the directors of the LOE division of Mercy Corps, reviewing documents relating to the organization's core competency model of evaluating effectiveness in the field, developing and delivering three conflict management workshops, and constructing a quick reference guide for managers on how to provide feedback to employees. The conflict management workshops, which Tardiff designed and held, were an example of how she was able to directly apply her education in conflict resolution to her internship at Mercy Corps' headquarters.

Tardiff's conflict management workshops were met with enthusiasm by the staff at Mercy Corps' headquarters. Tardiff notes that, "Initially, it was supposed to be just one workshop, and we were concerned that only 8-10 people would be interested. In the first hour after advertising it, 12 people had responded that they wanted to attend. By the end of that day, all 25 spots were full, so an additional session was added and it was also filled by the end of the week, with a waiting list. We added a third workshop as a result, which also filled, and all three had waiting lists." In the end, almost 40% of the employees at Mercy Corps' headquarters were trained in the conflict management workshops provided by Tardiff.

The staff of Mercy Corps' headquarters viewed Tardiff's internship and her effort to bring her conflict resolution skills to their workforce as a very constructive experience. Tardiff says, "Having a conflict resolution intern come into Mercy Corps was viewed as a positive sign of support from management for enhancing both workplace conflict resolution skills and also for individual career development." The experience at Mercy Corps was likewise very beneficial for Rachel. Looking back on her internship experience, she remarks, "I learned quite a lot while working at Mercy Corps—more than I could have imagined. Not only did I have the opportunity to facilitate workshops, but the Senior Director who I shadowed did an amazing job in teaching me about the field, and in providing me with constructive feedback." Further, the internship allowed Tardiff to see the inner workings of a nonprofit and to identify and to address specific challenges to implementing sustainable solutions to conflict in the workplace.

For those students who are currently looking for an internship, Rachel says, "My general advice on internships is to do a lot of investigation and find a place where you think you can learn as well as add value to the organization, and if an internship doesn't yet exist for conflict resolution in those places, create your own proposal and see what happens." She urges students not to be dismayed if in this process they have trouble finding the right opportunity. Tardiff notes that "If nothing less, you will make contacts and practice selling yourself. A lot of organizations, especially nonprofits, are looking for driven people who will make a difference and be of help in the organization. By showing initiative and creativity, you can make a good first impression and hopefully have a valuable learning experience."

Rachel Tardiff can be contacted at:
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--Andrew Godziek

ORGANIZATIONAL DISPUTES: THE OMBUDS

CRI Hosts a Panel of Distinguished Ombuds



Ombuds from left to right: Mary Rudolph Chavez (University of Colorado-Denver), Jenna Brown (University of Denver), and Rebecca Updike (Office of Colorado's Child Protection)

Perhaps you have heard of an Ombudsman, but did not know who they are, or what they do. On October 25th, the University of Denver's Conflict Resolution Institute hosted a panel of distinguished Ombuds to educate on their role. From various institutions throughout Colorado, the Ombuds discussed issues of conflict resolution, justice, advocacy, systems reform, and change-management in large agencies and organizations.

The three panelists Jenna Brown (University of Denver), Mary Rudolph Chavez (University of Colorado-Denver), and Rebecca Updike (Office of Colorado's Child Protection Ombudsman) discussed and shared what the title of Ombudsman means and what people in their positions typically do. As the Ombudsman at the University of Denver, Jenna Brown, works closely with domestic and international colleagues to ensure that the University's Ombuds Office complies with on-going professional ethics and standards of practice. Mary Rudolph Chavez is the Ombudsman at the University of Colorado in Denver and has, for the past six years, specialized in organizational conflict and collaboration working as an internal consultant to assist and coach constituents. In 2011, Rebecca Updike was named Colorado's first Child Protection Ombudsman and has recently been elected to Chair the Children and Families Committee for the US Ombudsman Association.

The panel event got off to a great start with humor. Jenna Brown asked the audience, "What do you call a room-full of happy Ombudsmen?" Brown then replied, "Cheeri-O-s!" The panelists first explained the early history and definitions of the word: Ombudsman. With roots in Scandinavia, and derived from an Old Norse word for "representative", the idea of an impartial intermediary was instituted in Sweden in the 19th century, but since then, has spread internationally. Today, there is now at least one "O-person" in every

nation in various agencies, capacities, and levels.

There are Classical and Organizational Ombudsmen; the latter are more prevalent in the United States, whereas globally, Classical Ombudsmen are more common in Canada, Asia, Europe, etc. Often appointed, Classical Os view themselves as more of a "watchdog" unit, with the intention of being completely autonomous and uninfluenced from the government agency in which it is to intercede. The main objective of the Classical O is to field complaints from outside of the governing agency in which it is appointed, and to substantiate any of the complaints. Most often Classical Os then publish a formal, public report with recommendations for change for that agency. The Classical O in most countries does not have the power to initiate legal proceedings on the grounds of the grievance.

Organizational Os take a more alternative dispute resolution attitude toward matters within private companies, non-profit organizations, academic institutions and government agencies. The Organizational O works as a designated neutral party who specifically works on the behalf of the organization's employees, managers, and any other internal constituents. Reporting directly to the executive-level leadership, the structure that the Organizational O operates allows whistleblowers (managers, employees, and other internal constituents) with ethical concerns access to the appropriate support for addressing their concerns. Often the support offered by an Organizational O comes in the form of mediation, conflict coaching, tracking of the issue at hand, and providing recommendations to the executive officer for orderly systemic change.

Ombudsmen have the unique role in understanding organizational trends by way of keeping the pulse of the "grievances" or conflicts that they become privy to through their work. Organizational Os usually inform executive-level leadership of the trends they are experiencing, as such, this role plays a major role in systems-reform and change management. Different from the Organizational O, Classical Os can conduct investigations into recurring matters of interest that have been brought to the attention of Os by "Visitors".

Visitors can anonymously report a problem to the Office of the Ombuds; this organizational structure should allow the visitor to do so without fear of retribution. To promote transparency, social justice, and systems change the need for an Ombudsman's office in large organizations and agencies is critical because the fear of retribution is real among many of these stakeholders. Brown, the University of Denver's Ombud, explained to the audience that she perceived her role to be an "Advocate for Access" for any of the visitors that come through her office. An Organizational Ombud, Brown views herself a conduit to the appropriate people and channels for visitors to be heard and to be connected to the resources that they need to

Continued on Next Page

CONTINUED: THE OMBUDS

resolve their conflicts. Updike, considered a Classical Ombud, shared experiences in her work for Colorado's Office of Child Protection where individuals, families, and even non-governmental organizations have come to her office for help because they had nowhere else to go due to politics with the established agencies in power.

The panel discussion with the Ombuds was so engaging and interesting that the session went over its time limit. The Conflict Resolution Institute at the University of Denver hopes that the discussion informed current students about potential roles and career opportunities within the wide field of conflict resolution.

-- Charlotte Prewitt

Quick Links for Ombuds

- **The International Ombudsman Association:**
www.ombudsassociation.org/
- **United States Ombudsman Association:**
www.usombudsman.org/
- **European Network for Ombudsmen in Higher Education:**
www.cedu.es/enoe.html

CREATING REGIONAL CONNECTIONS & BUILDING LOCAL CAPACITY

CRI's Center for Research and Practice held two events at the end of 2012 which brought practitioners together to collaborate and discuss the future for their field on a local and regional level.



Morning panel at the Natural Resources Symposium & Summit
November 16th, 2013

Building Capacity for Collaboration in Natural Resources Symposium & Summit - November. 15 & 16, 2012

In November 2012, DU's Conflict Resolution Institute set out to determine whether or not there was a niche to be filled amongst Colorado collaboratives, practitioners, and networks to develop an initiative that increased capacity to tackle the contentious natural resources issues in the state. Dr. Frank Dukes and his colleagues at the University of Virginia's Institute for Environmental Negotiation served as partners in this endeavor by providing invaluable knowledge in best practices and cross-sector collaboration gleaned from their own Virginia Natural Resources Leadership Institute, which serves as a training and networking

experience for those who work with natural resources in their state.

The Building Capacity for Collaboration in Natural Resources Symposium and Summit brought together leading practitioners and efforts in the state of Colorado to showcase their work, explore the shape of a possible Colorado NRLI, as well as to identify potential Colorado organizational and institutional partners. Information on specific needs, goals, and resources was collected and collaborators are currently working to shape a pilot program.

Cross-Community Working Group in Partnership with Building Bridges - December 7, 2012

In conjunction with Building Bridges (formerly Seeking Common Ground), CRI hosted a Cross-Community Working Group at the University of Denver which invited organizations based in Denver working with youth and youth-workers in inter-group conflict, anti-discrimination awareness, cross-cultural awareness, and peacebuilding to share best practices, identify opportunities for partnership between the organizations and to explore the value of a continuing professional network. Organizations present included; Building Bridges, PeaceJam, Facing History and Ourselves, Bold Leaders and Challenge Day—Denver Office. Leaders from within these organizations gathered for an all-day session to describe and share their experiences with one another and to discuss topics of shared interest such as alumni relations and engagement, resource allocation, and organizational collaboration. One of the main outcomes of the meeting is that this discussion should become more frequent and intentional as the cross-community working group attempts to collaborate more in the future.

THE CONFLICT RESOLUTION INSTITUTE

The Conflict Resolution Institute was proud to participate and co-sponsor events throughout the year.

September 12-15, 2012 – Association for Conflict Resolution National Conference in New Orleans, LA

October 5, 2012 – Post debate conversation with faculty members Karen Feste, Cindy Fukami, and Darrin Hicks. “The 2012 Presidential Debate: Conflict Resolution on Violence and Politics”

October 25, 2012 – Panel discussion with three distinguished Ombudsmen from all over Colorado, including the University of Denver Ombuds, University of Colorado- Denver Ombuds, and the Office of Colorado’s Child Protection Ombudsman. “Organizational Disputes: The Ombuds”

October 26, 2012– Seeking Common Ground Building Bridges’ 6th Annual Circles of Change Awards Breakfast

October 30, 2012 – 6th Annual Colorado Statewide ADR Conference at the Denver Renaissance Hotel

November 15-16, 2012 – CRI hosted the Building Capacity for Collaboration in Natural Resources Symposium and Summit to develop an initiative that increased capacity to tackle the contentious natural resources issues across the state of Colorado

December 7, 2012 – In partnership with Building Bridges formerly known as Seeking Common Ground, CRI hosted the Cross-Community Working Group to build capacity among Denver-based organizations working with youth in peacebuilding and conflict-resolution at-large

January 10-11, 2013– CRI Co-Sponsors conference with the Center for Middle-East Studies: “Resolving the Syria Crisis”

April 8, 2013 – Public lecture by CRI Faculty and IMBA Director, Doug Allen: “Globalization: Conflict & Collaboration on the Global Playing Field”

May 20, 2012 – Public lecture by professor at the Josef Korbel school of International Studies Oliver Kaplan: Protecting Civilians in Civil War: Village Elders & Conflict Resolution in Columbia”

FUTURE: A YEAR IN REVIEW 2012-2013

At right: CRI students, staff, & faculty in attendance at the Seeking Common Ground Building Bridges Circles of Change Awards Breakfast



At left: CRI Students in attendance at the 6th Annual Colorado Statewide ADR Conference

At right: CRI Core Faculty & Director of the IMBA program at DU, Dr. Douglas Allen speaking in our Faculty Brown-Bag Series



At right: CRI Directors Dr. Karen Feste and Dr. Tamra Pearson d'Estree and the 2012-2013 cohort at the 5th Annual ConRes Connect

RESOLVING THE SYRIA CRISIS

With the death toll rising and the relations between the Syrian opposition and the Assad regime as bitter as ever, the University of Denver's Center for Middle East Studies held a two-day event on January 10-11 of 2013, co-sponsored by the Conflict Resolution Institute. Titled, "Resolving the Syrian Crisis," the goal of the event was threefold: to outline the changing nature of the conflict, to detail who the key players in the civil war are, and to contemplate the possible outcomes and their repercussions for the Syrian people.

Read more about the conference on our website:
www.du.edu/con-res/newsletters/news-sp-2013/syria.html

Check out the video footage of this event on YouTube:
<http://www.youtube.com/watch?v=95Ku-7SgzKg>



CONFLICT RESOLUTION INSTITUTE CORE FACULTY

Douglas Allen, Associate Professor, Daniels College of Business
Roberto Corrada, Professor, Sturm College of Law
Tamra Pearson d'Estrée, Director, CRI Center for Research and Practice, & Luce Professor, Josef Korbel School of International Studies
Miguel A. De La Torre, Professor of Social Ethics, Iliff School of Theology
Karen A. Feste, Founder and Director, CRI Graduate Program, & Professor, Josef Korbel School of International Studies
Judith E. Fox, Clinical Assistant Professor, Graduate School of Professional Psychology, & Director, International Disaster Psychology Program
Cynthia Fukami, Professor, Daniels College of Business
Larry Kent Graham, Professor of Pastoral Theology and Care, Iliff School of Theology
Alan Gilbert, Professor, Josef Korbel School of International Studies
Rashmi Goel, Associate Professor, Sturm College of Law
Jeffrey Hartje, Associate Professor, Sturm College of Law
Darrin Hicks, Associate Professor, Department of Human Communication Studies
Amy Kelsall, Academic Director, Organizational & Professional Communication/Strategic Human Resources Management, University College
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www.du.edu/con-res

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CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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CRI BUILDS CAPACITY FOR WILDFIRE MITIGATION PLANNING

An Initiative of the Colorado Collaborative Leadership Institute

IN THIS ISSUE

- CRI Hosts Workshop for Wildfire Mitigation Planning
- Faculty Spotlight: Rashmi Goel, CRI Core Faculty
- CRI Hosts Workshop on Dignity with Dr. Donna Hicks
- Alumni Spotlight: Angela Jo Wolcott (MA'10)
- Internship Report: Tiffany Cornelius (MA'13)
- CRI Initiates Research & Internship Partnerships in Guatemala

Colorado's natural resources are facing increasing pressures due to population growth, changing climate conditions, and natural disasters such as flooding and wildfire. The variety of such pressures and their overarching implications makes it difficult for community leaders and natural resource managers to protect and manage such resources, especially when competing interests need to be considered.

In an effort to promote collaboration and teamwork among Colorado's natural resource stakeholders, DU's Conflict Resolution Institute co-hosted a workshop titled, "Collaboration for Community Wildfire Mitigation Planning" as a part of the Colorado Collaborative Leadership Institute (CCLI) in December 2013. As a result of ongoing work with

the University of Virginia, CRI received funding for this workshop from the National Urban and Community Forestry Advisory Council. This workshop sought to increase collaborative capacity and networking among practitioners and professional networks within Colorado, specifically through stakeholder panels on issues and success stories, as well as skills training in facilitation, collaboration, communication, and strategic decision-making.

Participants included a diverse range of professionals from across Colorado's 'front range'—from Denver, Boulder, Ft. Collins, and Colorado Springs, and represented universities, state and federal agencies, local elected officials, fire chiefs, foresters, leaders of non-profits and local business people. Given the devastating wildfire damage that has occurred throughout Colorado for the past several years, this workshop emphasized the need and ability for practitioners to implement collaboration techniques in the short-term, as well as fostered a collaborative environment for dealing with these issues on a longer term.

The workshop began with a panel of representatives from the Colorado State Forest Service and Bureau of Land Management, followed by experiential exercises and participative lectures on leadership in terms of policies and practices for organizing collaboration and policies impacting wildfire mitigation. The diverse group of participants allowed for sharing of their issues and successful ways of addressing different issues, as well as effective communication strategies among their various communities. Professor Tamra Pearson d'Estrée emphasized that the CCLI focus is "not about turning everybody into friends; it's about building professional networks and promoting a developed capacity for more productive conversation." While many of the participants had never met, "there was an instant feel of collaboration and connection because of their orientation towards wildfire response and management," as stated by recent graduate Emily Pohsl (MA '13), who offered administrative support for the December workshop.



Collaborative Wildfire Mitigation Planning Workshop took place at CSU's Tamasag Retreat Center, December 2013

Continued on Next Page

WILDFIRE MITIGATION PLANNING- (CONT.)

The December workshop also included an experiential exercise among the participants about the 'dilemma of the commons' in the context of wildfire mitigation, which acted as a simulation of tensions between personal interest and the preservation of natural resources. Additionally, the workshop location in Fort Collins, CO allowed participants to see first-hand the dire need for wildfire mitigation planning with an afternoon trip to the site of the High Park Wildfire.

The impetus for the Wildfire Mitigation workshop emerged from a planning meeting among several Colorado institutions and providers in November 2012. The workshop was modeled after the University of Virginia's Institute for Environmental Negotiation (IEN). The IEN, which has hosted the Virginia Natural Resources Leadership Institute in their state for several years, envisioned piloting a similar workshop training process in Colorado and other states.

After months of planning and collaborating with other Colorado institutions, CRI hosted the Building Capacity for Collaboration in Natural Resources Symposium and Summit in November 2012 (see Spring 2013 newsletter). This event sought to determine whether or



The site of the 2012 High Park Wildfire

not Colorado practitioners felt the need for a common effort to increase capacity for tackling natural resource issues in the state. Finding that a need and desire for collaborative training efforts beyond current endeavors exists, CCLI formed to pilot their first experiential workshop in December 2013.

Colorado Collaborative Leadership Institute is an ongoing joint initiative by various local institutions, including the University of Denver's Conflict Resolution Institute, University of Colorado-Denver School of Public Affairs, Colorado State University's Center for Public Deliberation, the Colorado State Forest Service. For this piloting phase, they benefited from working with the National Urban and Community Forestry Advisory Council and the University of Virginia's Institute for

Environmental Negotiation.

December's workshop had capacity attendance, with a high percentage reporting that they were able to successfully expand their networks across professional lines as well as a desire attend a future workshop and recommend the efforts to others in their fields. Their responses provided insight for the CCLI future workshop planning, with potential focus on a range of issues from forest health and regeneration, watershed and water use, energy challenges, and future population growth. Based on these responses and the efforts of the November 2012 summit, the CCLI is currently planning another similar workshop to be held in the early fall. Instead of holding the event in the cold winter months, though, CCLI is working towards meeting in the more temperate seasons to allow travel and boost attendance from across the state. As these projects continue and expand, the CCLI looks forward to additional endeavors on the 'Western Slope' of Colorado as well as a more regional initiative with surrounding states engaged in similar issues.

--Jonathan McAtee

CRI HOSTED EVENTS 2013-2014

October 3, 2013 - Hubert H. Humphrey Fellow, Liliana Pimentel on "Water Governance and Land Dispute in Brazil: Mediating Social Conflicts over New Dams"

October 16, 2013 - Associate at Harvard's Weatherhead Center for International Affairs, Dr. Donna Hicks on "Dignity: The Essential Role it Plays in Resolving Conflict"

December 13-14, 2013 - Colorado Collaborative Leadership Institute on Wildfire Mitigation Planning at Colorado State University's Tamasag Retreat Center in Ft. Collins

February 27, 2014 - Founding member of the Society for Organizational Learning at MIT, Dr. Tony Rollins on "Solving Structural Conflict in Organizations"

April 29, 2014 - Associate Professor at the School for Conflict Analysis and Resolution at George Mason University, Dr. Karina Korostelina, "Crisis in Ukraine: Analysis and Opportunities for Conflict Management"

May 1-2, 2014 - CRI Affiliate Faculty-in-Residence Series with Professors; Rashmi Goel of Sturm College of Law and Cynthia Fukami of Daniels College of Business

May 5- June 5, 2014 - "Talking -It-Out" Photo Exhibit with Community Partner, Zinn Mediation Associates

May 14, 2014 - CRI Affiliate Faculty, Rashmi Goel, "Culture and Responding to Bride Burnings in India"

May 28, 2014 - Restorative Justice Practitioner Roundtable: Maggie Lea, Conduct Administrator, Student Conduct, University of Denver; Deb Witzel, State Coordinator for Restorative Justice & Adult Diversion, State Court Administrator's Office; Peggy Evans, Restorative Practices LLC, Restorative Mediation Project; Tim Turley, Restorative Justice Initiative, Denver Public Schools; Jean Stracy, Affiliated Faculty, College of Professional Studies, Regis University

FACULTY SPOTLIGHT



Rashmi Goel, Assistant Professor at the Sturm College of Law at the University of Denver, CRI Core Faculty

As an associate professor at the Sturm College of Law at the University of Denver, Professor Rashmi Goel focuses much of her research and teaching on culturally specific adjudication—where the adjudicative process takes into account the cultural background of litigants. Professor Goel is passionate about teaching and about the opportunities it gives her to influence the legal field. Being a professor grants her opportunities to shape discourse, impact policy-makers, judges, attorneys, and clients, and to ensure that each new wave of law practitioners are improving the field rather than just working within it.

Professor Goel cherishes the opportunity to be in a position in which she can hopefully have a similar impact upon her own students. Professor Goel tries her best as a professor to cultivate passionate students who will go on to change things for the better. She says that as a teacher, “[you] help to unleash their potential... [And] to be able to do that every day is great.”

While her love of teaching propelled

her to become a law professor, Professor Goel’s decision to pursue a career in academics was also influenced by considerations about the level to which she could have an influence upon the legal field. Her research and publications have largely focused on ethical issues within the criminal justice system and upon ways by which such issues can be overcome.

Professor Goel has published an important piece called, “Delinquent or Distracted? Attention Deficit Disorder and the Construction of the Juvenile Offender.” The focus of the article is about how the misdiagnoses or underdiagnoses of Attention Deficit Disorder among at-risk youth allow these kids to be perceived as “bad kids” by adults in authority and in society at-large. When in fact, these kids are not receiving the kind of attention they need for their disorder and their symptomatic behaviors are misunderstood as delinquent behaviors instead of being understood as symptoms of a cognitive disorder. Often, nonwhite kids of lower economic strata are sent into the juvenile justice system instead of receiving treatment for their disorder.

Professor Goel says that the racialization of the juvenile justice system is so bad that in places, like North Dakota, where based upon demographics a vast majority of children in juvenile detention centers should be Caucasian, the reality is that they are not. Professor Goel reflects upon the scale of her impact as a result of this publication, “If I was an attorney, as a juvenile justice attorney in the juvenile justice system, I could save a client or two or maybe three or maybe ten from being put in that system and that would be great... and would [be] a really great role. But that article has been sent to every public defender in the juvenile justice system in Colorado and it has been used in the

juvenile justice clinic work in D.C. and it is being used in other centers.”

Having had several pieces published on restorative justice, Professor Goel emphasizes the relationship between the legal field and the field of conflict resolution. She emphasizes that her work on culture, difference, and racialization in the legal field are directly applicable to the field of conflict resolution, specifically to mediation, alternative dispute resolution, and restorative justice. She discusses the importance of her work, “Some of it is about making the process more fair and some of it is about making the outcome more fair; and sometimes this whole law system is not the right way to go about it [and] we have to go about it another way.”

Professor Goel says that conflict resolution is an important field because it helps to overcome some of the shortfalls of the legal system, particularly in regards to change. Professor Goel says of conflict resolution, “it has a lot to do with saying the system as it works doesn’t work, so let’s create something new; maybe we’re looking at a new legal system; maybe we’re adopting a new way according rights, but something new is needed.”

--Andrew Godziek

CHECK OUT OUR NEW WEBSITE

On May 30th, 2014 CRI launched its new website!

Visit our website at:

www.du.edu/conflictresolution

CRI Alumni Page:

<http://www.du.edu/conflictresolution/resources/alumni/index.html>

CRI Celebrates Conflict Resolution Month by Examining Dignity as our Inherent Value as Humans

In honor of Colorado's celebration of Conflict Resolution Month, the Conflict Resolution Institute at the University of Denver collaborated with University of Colorado and Colorado's own Conflict Resolution Month and other local sponsors in the field of conflict resolution to host Harvard's Dr. Donna Hicks. Her October 16 workshop at DU was just one stop on her three-day visit to Colorado. Dr. Hicks also gave a public lecture at the University of Colorado Denver campus and was the keynote speaker at the 8th Annual Conflict Resolution Conference in Colorado Springs.

As an expert on the role of dignity in resolving conflicts, Dr. Hicks emphasizes human interaction in helping enable organizations build a culture of dignity, heal highly-charged emotional wounds, and thrive in today's global marketplace.

This workshop focused on research and findings presented in her recent book, *Dignity: The Essential Role it Plays in Resolving Conflict* (2011, Yale University Press). Her book acknowledges the importance of the psychological dimension of human conflict and the power that can be harnessed through addressing emotional needs in political conflicts. Through her experience in international conflict resolution and with insights from evolutionary biology, psychology, and neuroscience, Dr. Hicks explains the elements of dignity, how to recognize dignity violations, how to respond when we are not treated with dignity, how dignity can restore a broken relationship, and why leaders must understand the concept of dignity to open the way for greater peace.

The workshop with Dr. Hicks emphasized the need to understand dignity from within to promote effective resolution to identity-based conflict, because "it's hard to look at each other as adversaries when people learn about the dignity process together." In her 20 years as a facilitator during international conflicts in the Middle East, Sri Lanka, Columbia, Cuba, Northern Ireland and the United States, Dr. Hicks found that dignity violations must be addressed among all parties—even high-powered political figures—to neutralize power asymmetries and truly bring the groups into conversation.

Throughout the DU workshop, Dr. Hicks and the participants first examined dignity as a concept and found that it is most effectively discussed in the simplest terms. Dr. Hicks defines dignity as our inherent value and our inherent vulnerability as humans, which is not something that just comes and goes. Because dignity is an essential part of our humanity, it can be easily injured when individuals are treated as if they do not matter. The conversation also explored the difference between dignity and respect. While



Dr. Donna Hicks, author of *Dignity: The Essential Role it Plays in Resolving Conflict*

many people feel that respect must be earned, Dr. Hicks emphasized that we must make a distinction between what someone has done (respect) and their inherent human worth (dignity).

Dr. Hicks further explained that recognizing and interpreting dignity is more than just an intellectual endeavor. Instead, dignity exists as a constant, intentional effort to recognize the inherent worthiness in other human beings. She emphasized this point through studies in the field of neuroscience, which shows that violations of dignity affect the brain in the exact same areas and ways as physical injuries.

A period of discussion included ways to interpret self-worth, particularly through the separation of actions into reflective and reactive categories. In the reflective category, individuals consider the unconditional worth of their actions and observe themselves in the interaction. In contrast, the reactive category exists as external validation of worth and their need to eliminate threats to their worth.

Finally, the workshop involved what Dr. Hicks called the Ten Elements of Dignity (see box on back cover). These ten essential elements emphasize that we approach others as neither inferior nor superior to oneself. They furthermore emphasize treating others justly, with equality, and full attention. These ten elements are juxtaposed against hurtful actions, which were addressed as "The Ten Temptations" of dignity violations. To counteract these temptations, we must not justify returning harm to another, accept fair and

ON DIGNITY WITH DONNA HICKS

constructive criticism from others, avoid the harmful effects of gossiping about others, and admit harmful actions and mistakes through sincere apology.

In addition to her current work as an Associate at the Weatherhead Center for International Affairs at Harvard, Dr. Hicks has also taught courses in conflict resolution at Clark and Columbia Universities and has conducted trainings and educational seminars in the US and abroad on the topic of dignity. She was Deputy Director of the Program on International Conflict Analysis and Resolution (PICAR) at the Weatherhead Center for International Affairs for nine years. She has worked as a member of the third party in numerous unofficial diplomatic efforts in the Israeli/Palestinian conflict, and founded and co-directed a ten-year project in Sri Lanka to bring the Tamil, Sinha-

lese, and Muslim communities together for dialogue. She has given workshops and lectures in conflict resolution in Columbia, and spent several years involved in a project designed to improve relations between the US and Cuba.

Additionally, Dr. Hicks was a consultant to the British Broadcasting Company, where she co-facilitated encounters between victims and perpetrators of the Northern Ireland conflict with Archbishop Desmond Tutu. These encounters were aired throughout the United Kingdom and on BBC World. In 2013, she spoke main stage for the TEDx Stormont conference, themed "Imagine," on the topic of dignity.

--Jonathan McAtee

ALUMNI SPOTLIGHT

Angela Jo Woolcott (MA '10): Program Manager at CDR Associates



CRI alum Angela Jo Woolcott (MA '10) works as Program Manager at Collaborative Decision Resources (CDR) Associates located in Boulder, Colorado. Before conflict resolution, Wolcott worked in marketing and advertising, "I consider my background in communications to be a distant cousin to the field of conflict resolution; a complimentary skillset to draw from."

Wolcott started her new career path in conflict resolution at Denver Health as their first non-medical intern. She appreciates the Conflict Resolution program for providing her with the applicable skills and experience needed to hit the ground running in the field after graduation.

Wolcott's work as a Program Manager at CDR Associates covers broad and varied areas of practice. "We offer a range of collaborative services such as facilitation, mediation, customized training, public involvement, multilateral intervention, dispute resolution system design, strategic planning, and so on." Forming contracts with clients, CDR Associates offer conflict management assistance to clients who require help in areas such as transportation, health policy, organizational effectiveness, and natural resources. Wolcott cites the "rich, in-depth, theoretical knowledge" that the faculty brought to the Conflict Resolution pro-

gram and it that it has "proven priceless in the value that it adds to my work." CDR Associates espouses the idea that talking, finding common ground and reaching agreements on difficult issues is central to their practice.

CDR Associates praises Wolcott as having a "genuine engaging style" that "culminates in long-lasting, mutually beneficial stakeholder relationships." With a focus on communication and finding solutions, Wolcott's "natural inclination to create consensus, along with her collaborative work ethic," has worked well for her and benefitted others. Wolcott has facilitated between the CDC's Advisory Council, hospitals, medical clinics, City of Colorado Springs Parks Department, and the Colorado Department of Transportation among many other organizations to help solve problems peacefully and professionally.

To current conflict resolution students and those entering the program at the University of Denver, Wolcott's advice is to, "Have a clear focus going into the program. Identify what has meaning to YOU." Wolcott elaborates further by suggesting that students should market themselves while they are in school and form networks with people and organizations that may help in the future. By taking risks and paying good deeds forward, you can get ahead in this career path. Wolcott says to have fun and leave yourself open to opportunities to gain new expertise from unexpected sources.

--Charlotte Prewitt

INTERNSHIP REPORT

Tiffany Cornelius (MA '13): Restorative Justice Intern at Option Pathways Alternative Secondary Program



Passionate about both youth education and conflict resolution, Tiffany Cornelius (MA'13) started her internship with Littleton Public Schools (LPS) in December of 2013. Cornelius specifically interns with the LPS Option Pathways Alternative Secondary Program through their restorative justice program.

These programs aim to serve students who desire or need a more relational approach to learning. The

LPS alternative schools feature smaller class sizes, Restorative Practices/Empathy-Building classes, community service opportunities, and individual academic intervention.

Early on in her internship, Cornelius was already building upon the knowledge base she had developed in her conflict resolution classes at DU. Cornelius reflected that most memorable responsibilities for her to date includes helping 7th graders build social skills, encouraging conflict resolution skills among high school students, and generally promoting an ethos of leadership among students.

Cornelius has experienced students and staff alike express their gratitude and openness to the practices in conflict resolution and restorative justice that she brings to the learning community. Along with implementing conflict resolution techniques, Tiffany has identified collaboration as integral to building an environment of understanding and listening. While important in every setting, these features are even more necessary when interacting with students who need a more relational approach to learning.

While staff at the LPS alternative school operated more relationally with students, the process of integrating restorative justice into the school system continues to be challenging. These challenges are often structural because restorative justice techniques remain relatively new to school administrations. Cornelius believes it is still essential that LPS continue to increase its staff's exposure to conflict engagement practices and ideals.

Throughout her graduate school career in the conflict resolution program, Tiffany experienced previous conflict resolution internships at the Childrens Museum and

the Victim Offender Reconciliation Program of Denver (VORP) as well as shadowing in the Denver Public School system doing restorative justice practices. Tiffany connected to the LPS alternative schools through a teacher at Arapahoe High School where she had volunteered to help as a mediator for a mock mediation. She saw the LPS alternative schools as a perfect opportunity to build her experience applying her skills in conflict resolution to an area she is passionate about.

Cornelius pointed out that it is alright if an MA student in the conflict resolution program does not know exactly what he or she wants to do when beginning their internship search. She states, "Even if it is not what you want to pursue in the long run, you can learn about yourself". For Cornelius, her previous experiences working alongside other people and taking on new internship responsibilities had been an integral part of discerning what she actually enjoyed and wanted for this current internship experience.

Emphasizing the importance of pairing conflict resolution, which is a general field, with an issue, or population that already makes you passionate, Cornelius says, "I knew I wanted to work with youth and or education. I networked, talked to my professors, and made connections with people already working in occupations that combined conflict resolution with education." It was through this continual process of networking and exploring opportunities that Tiffany was able to find an internship with LPS alternative schools and begin actively engaging in a field that really interests her.

Cornelius explains, "because conflict resolution is an emerging field, internships often still need to be searched for in combination with other fields or areas of interest". "It is absolutely vital to think outside the box and consider how you can market yourself to new fields," she stated. While the internship and employment searches are daunting, she encourages that "it is rewarding if you are creative, persistent, and bold in finding (and even proposing) internships that join your passions with conflict resolution." Cornelius confesses, "I was interested in a field in which no one else in my cohort was interested. But I continued to network and seek out what I knew mattered to me."

When asked about the most important part of an internship, Tiffany responded, "Being willing to grow and learn from an internship, whether it is a good or bad experience, is the most important part for me." Tiffany continues, "I learned that persistence in pursuing your passions actually pays off, even if it takes a while."

--Jennifer Hankel

CRI INITIATES RESEARCH & INTERNSHIP PARTNERSHIPS IN GUATEMALA

CRI Student Lieschen Gargano's (MA'13) Perspective from Guatemala

In June 2013, Lieschen Gargano (MA '13), student in the MA program for conflict resolution at the University of Denver, traveled to Guatemala along with CRI's co-director, Tamra Pearson d'Estrée, and CRI research professor, Ruth Parsons. The purpose of the trip was to continue work on the joint project between the DU's Conflict Resolution Institute, Fundación Propaz, and the Universidad del Valle de Guatemala's (UVG) Department of Anthropology and Sociology. d'Estrée, Parsons and Gargano embarked on this trip to research, design, conduct pilot interviews, and arrange future internship opportunities and partnerships for conflict resolution students at DU.

Led by Professor Andre Álvarez Castañeda, Professor and Head of the Anthropology and Sociology Department at UVG and former visiting Fulbright Fellow to DU, the group traveled within Guatemala for nine days, visiting various NGOs within the area. Gargano served as a translator and helped develop logistics for an upcoming field course on Participatory Action Research and Local Conflict Resolution Processes. This course will be supervised by Professors d'Estrée and Álvarez Castañeda. This course was piloted first as an internship in December 2013.

Gargano's focus on public policy in her studies sparked her interest in conflict resolution techniques and theories that could be applied to conflict resolution efforts within particular local contexts. From her experience, Gargano acknowledged that, "the public policy side of things tied well into conflict resolution in Guatemala, where there is a great struggle between the government, which is becoming more centralized, and the autonomy desired by local communities and government leaders."

To better understand local needs, the group interviewed various organizations: one satellite UVG campus in Altiplano, Instituto de Enseñanza para el Desarrollo Sostenible (IEPEDES), Fundación Propaz, and Interpaz. The campus associated with UVG in Altiplano, focuses on the needs of rural environments within Guatemala. IEPEDES, a smaller, grant-funded localized civil-society grassroots organization works closely with local indigenous communities. Fundación Propaz is a public service institution that facilitates social change through grant funding efforts and rural operator groups. Professor Álvarez Castañeda has worked closely with Fundación Propaz over the course of his conflict resolution work in rural Guatemala. Finally, Interpaz works to build capacity among politicians and members of society in public dispute resolution, usually involving land disputes between the indigenous people and the Ladinos.

From the interviews, Gargano said that she was partic-



Dr. Ruth Parsons, Lieschen Gargano, and Dr. Tamra Pearson d'Estrée with partners in Guatemala

ularly interested in the efforts of IEPEDES because of the kind of community involvement engagement efforts the NGO was making. According to Gargano, there were multiple dangerous neighborhoods in town. IEPEDES would host events known as carnivals, called Take Back the Space, which encouraged a community atmosphere and allowed for reclamation and strengthening of communal ties.

Having interviewed and gained insight into the workings of the satellite campus of UVG, IEPEDES, and Fundación Propaz, Gargano said that she "found it interesting how widespread efforts were. The struggles within Guatemala are different from ours [in the US] and their applications (of conflict resolution theory and practice), equally different. These organizations, and others in Guatemala, saw the needs of the local communities from the very beginning and therefore, change was brought about by the communities themselves."

After her work in Guatemala as a grad student with DU, Gargano is encouraged that "there are so many connections and possibilities for building relationships with organizations in Guatemala. These organizations are looking for help and this is a great opportunity for current students at DU to have internships, to pursue awards such as the Fulbright Scholarship, and to develop grant-writing abilities." She encourages her fellow students at DU to research these opportunities and inquire about ways to get involved.

Lieschen Gargano is the office manager for Collaborative Decision Resources (CDR) Associates in Boulder, Colorado and plans to continue working with the organization upon graduation in December 2013.

--Tori Odell

TEN ESSENTIAL ELEMENTS OF DIGNITY- DR DONNA HICKS

• Acceptance of Identity

Approach people as neither inferior nor superior to you; give others the freedom to express their authentic selves without fear of being negatively judged; interact without prejudice or bias, accepting how race, religion, gender, class, sexual orientation, age, disability, etc. are at the core of their identities. Assume they have integrity.

• Recognition

Validate others for their talents, hard work, thoughtfulness, and help; be generous with praise; give credit to others for their contributions, ideas and experience.

• Acknowledgment

Give people your full attention by listening, hearing, validating and responding to their concerns and what they have been through.

• Inclusion

Make others feel that they belong at all levels of relationship (family, community, organization, nation).

• Safety

Put people at ease at two levels: physically, where they feel free of bodily harm; and psychologically, where they feel free of concern about being shamed or humiliated, that they feel free to speak without fear of retribution.

• Fairness

Treat people justly, with equality, and in an evenhanded way, according to agreed upon laws and rules.

• Independence

Empower people to act on their own behalf so that they feel in control of their lives and experience a sense of hope and possibility.

• Understanding

Believe that what others think matters; give them the chance to explain their perspectives, express their points of view; actively listen in order to understand them.

• Benefit of the Doubt

Treat people as trustworthy; start with the premise that others have good motives and are acting with integrity.

• Accountability

Take responsibility for your actions; if you have violated the dignity of another, apologize; make a commitment to change hurtful behaviors.

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REFLECTIONS ON HEALING AND RESPONSIBILITY *Symposium on Sand Creek*



Panel 3 - Public Recognition and Acknowledgement - Panel chair Dr. Nancy Wadsworth, Ernest House, Lt. Governor's Office, Joe Big Medicine, Southern Cheyenne, Iliff President Tom Wolf, Methodist Bishop Elaine Stanovsky, DU Chancellor Rebecca Chopp

On May 22, 2015, the Conflict Resolution Institute partnered with DU's Center on Rights Development (CORD) and John Evans Committee to host the *Symposium on Sand Creek Massacre: Acknowledgement and Repair*. The day-long symposium hosted notable influential community leaders such as Methodist Bishop Elaine Stanovsky, Governor's representative Ernest House, and University of Denver Chancellor Rebecca Chopp as well as descendants from the Northern and Southern Arapahoe and Northern and Southern Cheyenne tribes. They discussed the findings from the DU John Evans Study Committee Report on the Sand Creek Massacre, as well as public recognition and acknowledgement, land ownership and allocation of resources, and future possibilities for repair and healing with the Native American community.

The Sand Creek Massacre occurred on the morning of November 29, 1864 l.c. Near Eads, Colorado when U.S. Army Colonel John Chivington led a 700-man battalion into the area of Sand Creek and destroyed peaceful Arapahoe and Cheyenne villages, leaving over 100 Native Americans killed and mutilated, many of whom were women and children. The villages had been given protection from a peace parley signed in September of 1864. However, at the time, Colorado territory Governor John Evans did nothing to stop Chivington's plans for the attack on the villages. Evans was also the territorial superintendent of Indian Affairs and the founder of Northwestern University and University of Denver. The site is now a National Historic site (www.nps.gov/sand).

The all-day Symposium included four panels. In the opening panel, authors of the DU John Evans Study reported on the motivations, processes, findings, and hopes for their landmark report as an insti-

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SYMPOSIUM ON SANI

tutional acknowledgement of the interconnected, yet neglected history of the Sand Creek Massacre. The John Evans Study committee included DU faculty, university and state historians, DU native students and faculty, and representatives from Arapahoe and Cheyenne tribes. Report writing was a collaborative and interdisciplinary effort of a subset of faculty and researchers from this larger committee. Research was done in tandem with a similarly constituted committee at Northwestern University, another institution that John Evans founded, though discrepancies in conclusions about the universities' founder's involvement are found in the two subsequent reports. The DU committee found that John Evans had a unique and integral role in encouraging the violence at Sand Creek. Through actions towards healing and reconciliation, this recognition confronts the direct and indirect benefits the university has gained from the displacement of indigenous communities. The panel included Dr. David Halaas, Dr. Nancy Wadsworth, Dr. Richard Clemmer-Smith, Dr. Alan Gilbert, Dr. Billy J. Stratton and Dr. Steven Fisher, with Dr. Dean Saitta as chair of the panel. (The report is available at <https://portfolio.du.edu/evcomm>.)

The second panel, "Possibilities of Repair: Truth Commissions, Reparations and Cultural Restoration," focused on defining repair and the possibilities of what could it look like. David Akerson of DU's Sturm College of Law chaired the panel which consisted of Henry Little Bird from the Southern Arapahoe tribe, Professor George "Tink" Tinker from the Illif School of Theology, Dr. Billy J. Stratton, professor of English at DU, and Andrew Reid, also from Sturm College of Law. The panel opened up with the question of what does 'repair' mean in this con-

text. Henry Little Bird shared that the Sand Creek Massacre is still affecting people today and that healing and forgiveness are two separate elements. He described current Colorado Governor Hickenlooper's formal apology in December 2014 as a "gift," and he has been open towards forgiveness. However, he noted that healing is not forgiveness, and healing is what is needed. The rest of the panel reflected on Henry Little Bird's words and also proposed that we need to take substantive steps in providing tangible resources to the communities that were ruined as a result of actions like the Sand Creek Massacre. The panel pointed out that the white population of Colorado was able to thrive as a result of the resources and land taken from the Native American tribes. Reid reminded the audience that we should take responsibility for helping these communities since we economically and socially thrived on their oppression.

The third panel of the day, "Public Recognition and Acknowledgement," included leaders of community institutions such as DU Chancellor Chopp, Methodist Bishop Elaine Stanovsky, Ernest House of the Lt. Governor's Office and Illiff School of Theology President Tom Wolfe. The panel also included two descendants of victims of the Sand Creek Massacre, Gail Ridgely of the Northern Arapahoe tribe and Joe Big Medicine of the Southern Cheyenne tribe. Panel members discussed what it means for institutions to grapple with their histories, what measures have been or are being taken, and how this affects a process of healing. Whether it is a university, a church, or a state, some leaders act regressively when the reputation of their institution is threatened. However, the only way to protect an institution is to embody the values it stands for and face its issues

and history square on. The process of righting these wrongs must be sincere, authentic, and collaborative or it risks doing more harm than previous inaction. With still more histories to be told and work to be done, the institutions holding responsibility for Sand Creek have committed to a journey of remembering and action to improve the narrative and legacies for future generations.

The final panel of the day, "Learning and Healing: Continuing the Conversations," brought together three Cheyenne and Arapahoe descendants, Henry Little Bird, Gail Ridgely, and Joe Big Medicine, with three John Evans descendants, Anne Hayden, Tom Hayden, and Laurel Hayden, to discuss their experiences of meeting with one another and forming meaningful relationships that do not forget the massacre but respect and engage the past between their families. Anne Hayden opened the discussion by saying it is only appropriate to ask permission of the Arapahoe and Cheyenne descendants for her family to be on this land and to have this discussion. While a symbolic act, Anne's request helped set the tone of the panel discussion for the future conversation of responsibility by the American people for their past actions. Laurel Hayden noted that she feels a level of internal responsibility as a John Evans descendant. She asserted that instead of feelings of guilt, we should all feel a level of responsibility when looking at solving this conflict and healing from the trauma.

Panels were well-attended on a rainy day. Sarah Klinikowski, a first year Conflict Resolution graduate student, said she learned that "healing needs to be centered on, and decided by indigenous people" and that a "focus on healing is very important." Laurel Hayden, a second year International

SAND CREEK (CONTINUED)

Human Right Development graduate student, echoed similar sentiments. She said, "Collaboration is necessary and a part of healing." As a John Evans descendant, Hayden also was a crucial member in organizing the symposium. When asked why she wanted to help organize this event she offered that once meeting the Cheyenne and Arapahoe descendants you "sit in the same room [with the native descendants] it really hits home." She was glad that this topic is finally being brought up and discussed.

Others felt the symposium was only a small step in the right direction and left the event hoping for more action. Joe Big Medicine, a descendant of the Southern Cheyenne victims of the massacre noted that this symposium was a "positive step." However, he also stated that he wants to see justice, reparations and more action on behalf of indigenous people by the U.S. Federal government.

Many possible steps toward healing

and repair exist. Since the release of the DU John Evans Study Report, more conversations about the Sand Creek Massacre are being held. The recent formal apology by Colorado Governor John Hickenlooper on December 3, 2014 represents an important acknowledgement by a sitting governor. On the third panel, House described the process leading to the apology, including the governor's consultation with all living former Colorado governors. This apology can be seen here: <https://www.youtube.com/watch?v=eJ0sffKFSBE>.

Many feel such action should be done on the federal level. Awareness of the atrocity should continue to spread throughout the state and country as two more Sand Creek reports are completed by the Methodist Church and Northwestern University (<http://www.northwestern.edu/provost/committees/john-evans-study/>), which was also founded by John Evans. As awareness grows, more dialogue with local tribes should be utilized as the participants in this symposium note that involving native

people in deciding themselves what is best would create a healthy relationship between the communities help to heal from this nightmare.

Overall the Symposium was a success as many people who attended the event came out either more informed on the massacre and the issues it created for today or really engaged in finding out next steps to take in this process. The symposium ultimately left people with the idea that as the American people, we should take responsibility for our ancestral past and also work towards healing relationships between indigenous people and communities within the dominant culture.

Panel videos can be viewed at the Conflict Resolution Institute website: (<http://www.du.edu/conflictresolution/center-conflict-engagement/conferences/cr-sand-creek-symposium.html>)



**Evans Committee Study Report
Webpage:**
<https://portfolio.du.edu/evcomm/>

COLORADO GOVERNOR HICKENLOOPER'S APOLOGY ON DECEMBER 3, 2014

"Today we gather here to formally acknowledge what happened, the massacre at Sand Creek. We should not be afraid to criticize and condemn that which is inexcusable, so I am here to offer something that has been too long in coming, and on behalf of the State of Colorado, I want to apologize... To the runners, to the tribal leaders and to all the indigenous people - and the proud and painful legacy that you all represent -- on behalf of the good, peaceful, loving people of Colorado, I want to say I am sorry for the atrocities of our government and its agents that were visited upon your ancestors. Today, as these runners complete their 16th Annual Sand Creek Spiritual Healing Run, I want to assure you that we will not run from its history, and that we will always work for peace and healing, and we will make sure that this history continues to be told."

Bringing Restorative Justice Practices to Student Services

Restorative justice proponents have long advocated for restoring relationships between parties in conflict. At the University of Denver, CRI graduate Maggie Lea (MA'14) works diligently to employ these strategies among students in the Office of Student Life - Student Conduct. Traditional processes of third-party adjudication and arbitration are still used as well, but such processes often limit student understanding of the impact of their actions and inhibits their desire to change their behavior. In these situations, students often feel that the process is out of their control, and does not recognize their specific needs or circumstances. Therefore, despite their best intentions, the current case resolution processes tend to encourage a reactive state-of-mind, as opposed to a reflective one, and consequently squash the learning opportunity or "teachable moment."



At DU, the Student Conduct office seeks to emphasize reflection among these students by offering them the opportunity to participate in Restorative Justice Conferences (RJC's). These RJC's differ from traditional, sanctions-focused approaches. RJC's provide a facilitated dialogue process for students, impacted parties, and community members (all referred to as "stakeholders") to collectively investigate underlying issues related to the incident. Noting that conduct violations do not happen in isolation, Maggie describes this process as "one that focuses less on the act of 'rule-breaking' and centers the conversation around how the student's behavior impacted the community."

Drawing from restorative justice models employed by Skidmore College, University of San Diego, University of Colorado, Stanford, and Colorado State University, DU's RJC program evolved the vision of earlier CRI graduates Adam Brown (MA '10), Brittany Eskridge (MA '11), and Jonathan Howard (MA '10) for campus-wide Conflict Resolution Services. Adam's idea of piloting RJC's within undergraduate housing shifted to implementation within the Student Conduct office, and Maggie's 2012 internship in this department helped move the program from an idea to a reality.

When a case comes before Student Conduct, it is usually a result of an Incident Report filed by DU Campus Safety, faculty, staff, students, or other campus community members. From that point, there are three methods for addressing the reported student misconduct. The first traditional option involves a Conduct Administrator adjudicating the case through a one-on-one meeting with the student,

whereby that administrator makes a determination about the student's responsibility and assigns typical learning "outcomes" based on Honor Code violations for which the student has been found responsible. The second traditional option employs a Conduct Review Board (CRB), which consists of a panel of individuals (a student, a faculty member, and a staff member). Within this hearing format, the student engages in a discussion about the incident with the CRB, but is absent while the board deliberates and makes a decision about the student's responsibility and appropriate outcomes.

The third method is the newest on the menu of options for case resolution – the RJC. During the initial meeting with a Conduct Administrator, if the student takes active accountability for his actions and expresses some sign of remorse or sincere apology, the student's case may be referred to an RJC. What distinguishes the RJC case resolution process from the other two options is that the RJC is a completely voluntary process, and it places the student in the driver's seat. Instead of relying upon a third-party to hear and decide upon the case, the student is empowered to actively be accountable for her actions, propose ways in which she can address the impact of her actions, and participate in the decision-making process about her outcomes.

Similar to other restorative justice processes, Maggie describes the RJC as a one that requires preparation for all parties involved, including those directly impacted by the student's actions. Preparation for each individual RJC focuses on brainstorming and acknowledging which individuals were impacted in the situation and who should be invited to attend. The conferences typically involve between six and eight "stakeholders," as well as two trained facilitators. These participants spend roughly half of the two-hour RJC conference focusing on exposition of the situation and identifying the direct – and indirect – impact caused by the student's behavior. The latter part of the RJC is dedicated to collaborative brainstorming of appropriate outcomes for the student. Maggie stresses that these outcomes emphasize the student's ability to address the impact, the rebuilding of community trust, and creation of positive learning opportunities for the student in a holistic manner that is typically lost in the traditional forms of addressing student misconduct.

The DU community values this updated approach to conduct violations. DU Campus Safety fully supports the program, and Sergeant James Johnston, Community Partnerships and Training Coordinator, often frequents RJC's as an impacted party representative or community member. Chase Bennington, President of Kappa Sigma Fraternity, described the program as "the single most engaging experience [he's] had as an undergraduate at DU." In addition to anecdotal evidence touting the importance of the RJC process, recidivism data also illustrates initial success of the program. In fact, of the 33 total RJC's that have been completed to date,

VICES AT THE UNIVERSITY OF DENVER

the numbers show a recidivism (i.e., repeat offenses) rate of only 6%, which is in stark contrast to the 33% recidivism rate of traditional cases. This suggests that students learn to change their behavior better through RJC than through the traditional case resolution processes.

Its initial success supports the idea that more should be done to expand and promote the program across DU. Maggie foresees natural expansion of the restorative justice philosophy into DU's extensive Graduate Studies departments as well as University College. In addition to Campus Safety, CRI and Korbel Professor Alan Gilbert supports the initiative and suggested a joint certificate program specifically geared towards restorative justice between the Korbel School and Morgridge College of Education. Maggie sees a natural fit for internships for CRI students, as they would be able to achieve direct facilitation experience as well as

hands-on program evaluation skills right here on campus.

Despite the success of RJC at DU, the program still faces financial hurdles. DU's Undergraduate Student Government (USG) was able to help with a one-time grant. Student Conduct's RJC program can help increase focus on campus inclusive excellence, repair relationships harmed in conduct violations, and provide support in preparing students to be better prepared to face the challenges of productive citizenship. As Buie Seawell in the Department of Business Ethics and Legal Studies has expressed, "Restorative Justice is the ingredient that is needed in the DU system."

-- Jonathan McAtee, MA '15

ALUMNI SPOTLIGHT

Kevin Malone (MA '13): *Coordinating Foreclosure Mediation at Chicago's Resolution Systems Institute*

Conflict Resolution Institute Alumnus Kevin Malone (MA '13) joined Resolution Systems Institute (RSI), a court alternative dispute resolution institute based in Chicago, in November 2013. Malone worked to create and now administers the Mandatory Foreclosure Mediation program, which launched on January 1, 2014.

Currently Malone is working on foreclosure cases in the Illinois 16th Judicial district. Once a foreclosure case has been filed, it enters RSI's mediation database. From there, it goes through mediation to avoid going to court. Malone helped develop many of the forms and standards under which the program operates.

Malone originally learned about the conflict resolution field as a Peace Corps volunteer serving in Lesotho. Malone's project proposals often received conflicting levels of approval from local chiefs and parliament, and he learned that for mediation to work "you must have buy-in" from everyone. Malone also served on the Volunteer

Action Council where he worked to assist other volunteers with problems they encountered. His Peace Corps experience ultimately inspired him to enter the conflict resolution field.

In 2013 Malone was one of three new staff hired at RSI. Although RSI is geared towards the legal field, Malone brings value to the organization due to the interdisciplinary nature of his CRI education. Malone applies a combination of theory and practice to his current role which enables him to approach his work with creativity. He praised the practicality of DU's Conflict Resolution curriculum, saying that everything he learned has contributed to his success in the field.

Malone recommends that recent CRI graduates should take time reflect on everything the program has taught them, including classes that may not directly pertain to their focus or career goals. He stresses the importance of networking, which helped him find internships and eventually his current position at RSI.



To incoming Conflict Resolution students, Malone advises that people "won't line up to hire you. You need to work hard to sell yourself, show your skills are more valuable, and be open on go anywhere." He also advises students to be flexible, understand that every part of the program is relevant, and to take every opportunity that presents itself.

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--JB Deselle, MA '15

COLORADO COLLABORATIVE LEADERSHIP INSTITUTE

Collaboration for Community Flood Response & Resilience Planning

Natural disasters pose collaboration and coordination challenges for communities that can escalate into conflicts. The Conflict Resolution Institute at the University of Denver co-facilitated its second workshop as part of the Colorado Collaborative Leadership Institute (CCLI). Founded in 2012 by a consortium of local universities, CCLI seeks to increase the local collaborative capacity to address environmental and public policy issues in Colorado. The April workshop took place in Boulder, focusing on inter- and intra-community collaboration for flood response and resilience planning. The event spanned two days, and was held at the National Center for Atmospheric Research and the University of Colorado's Institute of Behavioral Sciences. The workshop's size of forty participants, drawn from local communities, non-profits, businesses, and various government sectors, allowed for direct interaction and sharing of experiences regarding the 2013 Colorado floods.

The workshop began with a panel focused on the importance of community outreach and collaboration during the flood response and recovery process. Chaired by Professor Tanya Heikkila of the School of Public Affairs at the University of Colorado Denver, panelists shared their experiences with these challenges and offered an engaging discussion regarding the various aspects of collaboration and the importance of both preparedness and community resiliency. This panel introduced a major theme of versatility to the conference, as representatives from Lyons, Evans, and Jamestown provided perspectives unique to the flood's impact on their community and the different processes needed depending on region demographics.

Interactive sessions offered participants opportunities to engage in activities

with one another and learn facilitation and leadership skills to apply to their own field. Laura Kaplan, a Conflict

Analysis and Resolution professional with a strong background in designing and implementing multi-party collaborative processes, conducted a workshop on meeting facilitation skills. This workshop provided insight into effective public meeting facilitation, including some of the main goals of a public meeting, pointers on delegating and prioritizing topics, and tools for organizing thoughts and questions. Participants talked about the "3 D's" of leading a meeting: Deals, Delegate, and Defer, and the importance of tailoring the meeting to both the attendees and the goals of the facilitator. Note-taking was another focus, and Kaplan led a discussion about various media for recording thoughts and encouraging attendees to participate, including computer applications, white boards and flipcharts. The workshop was particularly useful given the topic under exploration, and leaders from various communities and professional fields expressed their appreciation for the training module.

The conference's second panel was led by Professor Tamra Pearson d'Estrée of the Conflict Resolution Institute at the University of Denver. Panelists from the County of Boulder and the City of Longmont provided valuable insight for balancing community needs and values during flood recovery. This segment concentrated heavily on the importance of communication. As Gabi Boerkircher, of the Boulder County Public Information Office, attested, "one of the things most striking for



me was the amount of interaction the community really wanted. [They were] thirsty for any information we could give them." Identifying the needs and desires of the community as quickly as possible was key to assuring the process would run smoothly and the community would feel informed and considered during the flood recovery process. Communication was important for spreading awareness, as well; a trending problem within all represented communities at the conference was the drastic differences in impact even within the same region. Gary Sanfacon of the County of Boulder's Community Engagement department recalls complaints coming into the office regarding the noise of the helicopters; these residents had experienced light rain during the flooding and had no idea that the helicopters were rescuing other community members from trees and roofs just a few miles away.

The remainder of the panel keyed on the various unique aspects of each community which needed to be recognized, celebrated, and preserved. For example, many communities had economies which focused on tourism or farming. Participants from Longmont talked about the "jewel of Longmont," the Greenway, which is a bike path running through the town and into the mountains. Boulder community members discussed the plethora of festivals year-round in Boulder, a defining quality of the city; many of these towns had large cyclist and hiking populations that were

Continued on Next Page

INTERNSHIP REPORT

Sarah Mauter (MA '15): *Putting Conflict Resolution Skills to Practice in Criminal Justice*

With a desire to use her conflict resolution experience in a military context, Sarah Mauter (MA '15) was encouraged to look into an internship with a local police department. She visited the Lakewood Marshal Division, which is responsible for processing warrants, regulating and managing security check points for the Public Safety Building and transporting prisoners. Within moments of inquiring about an internship, Mauter had an impromptu interview with Chief Mark Dietel. According to Sarah, "the Chief was so impressed and excited when he heard my Masters was in Conflict Resolution, that he immediately offered me an internship in the Marshal Division!"

For the first few months, Mauter was in charge of filing paperwork, contacting individuals with outstanding warrants, and communicating with various departments. She was the first person with whom people interacted when they arrived at the Marshal Division. Mauter explained, "I have had to deal with a lot of angry and upset people, mostly individuals who have outstanding warrants and are frustrated by our legal system." Part of her job includes listening and understanding individual's problems.

"It was really difficult in the beginning. I was the first person anyone with an outstanding warrant met at the Marshal Division. Most of the

time, these people were furious and they would take their aggression out on me. I can't tell you how many times I have been yelled at or called a foul name." When faced with such a situation, Mauter explained that her conflict resolution courses, especially the Negotiation class, and workshops and trainings in her coursework have prepared her to deal with these interpersonal conflicts. She explains, "People want to be heard. When they arrive in the Marshal Division, they are confused, scared and frustrated. They want their questions answered, grievances addressed, and they want a chance to explain themselves." Mauter listens, acknowledges and provides as much support to these individuals as she can.

Recently, Mauter began participating in ride-alongs where prisoners are transported from prison to the Jefferson County Jail, so they can appear via video on their warrants through Lakewood. Additionally, she goes with police officers for street cases. She explained that "when someone calls dispatch and the police have to respond, I go with them. These cases often include domestic disputes, but really anything could have happened." Once on the scene, officers and Mauter only have a limited window of time to gather information. Mauter explains, "It's like I have to conduct a conflict analysis in minutes. I have to assess the situation and move quickly.

There is no time to waste. I have to identify the main parties, their needs, values, interests and positions in minutes."

When asked how her internship relates to conflict resolution, Mauter said, "My entire job is conflict resolution. On a day to day basis, I resolve interpersonal conflicts. I am responsible for making sure people who come to the Marshal Division feel heard and have their concerns and grievances addressed. Every theory I have learned and every workshop I have taken helps me de-escalate conflicts. I let people vent. If they have to yell at me, so be it." For Sarah Mauter, her experiences in the Marshal Division have reassured that the military is where she hopes to build her career in conflict resolution.

Sarah Mauter can be contacted at sarah.mauter02@gmail.com.

--Tayma Bislim, MA '14



Colorado Collaborative Leadership Institute (Continued)

eager to see the roadways and trails restored.

In between activities, participants enjoyed refreshments and networking opportunities, connecting with counterparts in neighboring communities or sharing perspectives. Many participants chatted about the possibility of

potential inter-region collaboration on future recovery projects.

CCLI continues to build capacity, transfer knowledge, and create dialogue around emerging environmental and public policy concerns in Colorado and is already in the planning stages for its next workshop. Read

more information about the upcoming workshop on collaborative community planning amid controversies such as siting and fracking to take place in Glenwood Springs, Colorado in 2015.

--Marina Dosch, MA '15

An Engaging Photo Exhibit Inspiring Creative Problem Solving

Conflict exists at every level of society. But Zinn Mediation Associates in Denver, Colorado, has been diligently working to raise awareness about the options available for mitigating conflict through its “Talking It Out: Getting To Agreement” exhibit. This exhibit seeks to decrease violence and increase creativity and productivity for problem solving in a wide variety of situations, including inter-personal relationships, communities, organizations, and businesses. Mary Zinn, President and founder of Zinn Mediation Associates, has commissioned a unique set of photos and stories that features Coloradans working together to solve problems such as these. The exhibit illustrates seven distinct stories of people and communities that have made a choice to solve their problems constructively.

The exhibit notes that conflict is rarely solved in hours, or even a few days, with one featured story on the Fair Discipline in Schools Act. This bill reformed a controversial law of discipline among students in the wake of the 1999 Columbine High School shooting, but required over 18 months

of facilitated dialogues among students, teachers, administrators, parents, and police to reach a conclusion on providing a safe learning environment with appropriate discipline.

From restorative justice in the aftermath of a fatal car accident, to bullying in schools, to neighborhood dispute resolution in Wheat Ridge, CO and cross-cultural communication involving the Somali community in Fort Morgan, CO, the story panels showcase the wide variety of conflict resolution techniques and processes that are used right here in Colorado every day.

The “Talking It Out: Getting To Agreement” exhibit was on display at the Driscoll Student Center in May 2014 and opened with a large reception involving some of the participants and practitioners featured in the exhibit to share their experiences to the overall DU community. The exhibit and reception was coordinated by CRI Alum, Jordan Courtner, MA '14, Most powerfully, one of the families featured in the exhibit came to share their story of healing through restorative justice and mediation after a car accident ended in

TALKING IT OUT:



the tragic death of their teenage son, David Mueller. The young man driving the car was a friend of Mueller's and was under the influence of alcohol at the time of the accident. Through mediation and restorative justice, both families of the young men were able to find healing and even become friends through the pain of this deadly accident.

Returning to DU in the fall of 2014

ALUMNI SPOTLIGHT

Lieschen Gargano (MA '15): Program Assistant, CDR Associates

Alumna of the Conflict Resolution Institute, Lieschen Gargano (MA'13) joined Boulder-based Collaborative Decision Resources (CDR) Associates in late 2012. CDR helps leaders and managers in the private sector, government, various organizations and public interest groups engage in dialogue to find common ground and come to agreements on difficult issues.

Currently Gargano assists program managers and partners on projects that focus on Environmental and Transportation public policy projects. These projects are often stalled in conflict, or while in the stake-



holder engagement and task force facilitation portion of the development phase. She facilitates group discussions and information sessions, sets up agendas for meetings based on interviews with clients and goals of the

process, as well as creates and follows up on project schedules and action items with team members. Gargano also writes role-plays and runs logistics for training programs for public or private firms in mediation and facilitation across the country. She acts as a conflict coach, as well as writes website and social media content.

A longer version of this article is available: www.du.edu/conflictresolution/news-events/newsletters/spring-2015/gargano.html

Lieschen can be contacted at: lieschen@parachutes.com

--Jolena Martinez

GETTING TO AGREEMENT

the exhibit was displayed in Ben Cherrington Hall at the University of Denver's Josef Korbel School of International Studies. A reception and a special panel discussion with Korbel's Dean, Ambassador Christopher Hill, and Mary Zinn opened the exhibit, which asked students to engage in a more in-depth examination of the series and its importance for their context. This panel discussion compared conflict resolution techniques at the local, regional, and international levels and found that they are much more similar than often thought to be: parties want to be legitimately heard by their adversaries on their grievances, and mediation and negotiation techniques in local county courts are not too different from those used among competing Heads of States.

The exhibit has traveled throughout the state of Colorado to provide inspiration and promote greater dialogue for resolving conflict. The exhibit has been prominently displayed at locations as varied as the Colorado State Capitol for its opening exhibit in 2012, the Denver Public Library, Ft. Morgan Museum, Alamosa Public Library,

Penrose Library in Colorado Springs, and academic institutions from Arapahoe Community College, Adams State College, Colorado Mountain College in Breckenridge, University of Colorado-Anschutz, and University of Denver. In addition to the public viewing of these displays, Zinn Mediation Associates has organized many receptions and events alongside the exhibit to invite practitioners and communities to come together to raise awareness of the power of conflict resolution and "knowing how to work through our disagreements."

Mary Zinn serves as the president of Zinn Mediation Associates and continues to contract her services with Community Mediation Concepts and the Conflict Center in Denver. Additionally, she has played an integral role in promoting, planning, and collaborating for

Colorado's Conflict Resolution Month which takes place every October. Zinn's deep commitment to creatively resolve conflicts has been the principle force behind the "Talking It Out: Getting To Agreement" exhibit and she continues to inspire people throughout Colorado through her passion for the field, she says, "Conflicts present opportunities for courage, creativity and collaboration. Each of us is positioned to improve conditions and relation-



INTERNSHIP REPORT

Liza Hester (MA '15): Building Peace in Myanmar Through Mental Health Advocacy & Awareness

During the summer of 2014, Liza Hester (MA '15) interned with SalusWorld, named after the Roman goddess of state health. Run by Elaine Hansen, former director of the International Disaster Psychology (IDP) program at DU's Graduate School of Professional Psychology, and Gwen Vogel, who acts as Director of Clinical and International Services, SalusWorld focuses on capacity-building in the mental health field in conflict areas training local organizations in conducting mental health work and promoting psychosocial awareness.

Hester, a transfer student into the Conflict Resolution program from the IDP program, was interested in the



way the Boulder-based SalusWorld merged the fields of trauma and peacebuilding. For the majority of her internship, Hester traveled as a rep-

resentative of SalusWorld to Myanmar to work with a local organization, Heal the World, based in Myanmar's largest city, Yangon. Heal the World focuses on conducting sharing circles, which are therapeutic empowerment groups that provide psycho-social support to a community which has faced ethnic tensions, widespread HIV, and political repression.

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--Rachele DiFebbo, MA '16

FACULTY SPOTLIGHT: ALAN GILBERT

John Evans Professor, Josef Korbel School of International Studies

Professor Alan Gilbert, John Evans Professor at the Josef Korbel School of International Studies at the University of Denver, takes full advantage of the opportunity to tackle harrowing social justice and economic issues across cultures with his students. He has vast knowledge on a variety of subjects and time periods throughout history, from medieval Islam to slavery in the United States, and continues to address current conflicts from Israel vs. Palestine to Colorado's Jefferson County School Board vs. Community.

Much of Dr. Gilbert's passion stems from his experiences in social justice as a young adult. Raised in New York and Connecticut, his father was an economic advisor to President Roosevelt, and Dr. Gilbert grew up in affluence with maids and nannies, most of whom were black. He developed close bonds with many of his family's servants, opening his eyes to the paradoxes between rich and poor, and black and white, during the heated national climate of the Civil Rights Movements of the late 1950s and 1960s. Dr. Gilbert recalled one evening watching the news on TV, when a National Guardsman broke rank to defend a black schoolgirl from physical harm as the crowds grew violent. He remembers that he and his father cheered, and it was one of the many experiences that has fueled his fight against oppression today.

Thus began a lifelong dedication to promoting tolerance and defending social justice. Dr. Gilbert stated, "I've never bought into the idea that one person should suffer for someone else's benefit." He earned a degree in Government from Harvard University, where he helped lead the campus anti-Vietnam War movement. Dr. Gilbert went on to earn a Master's of Science from the London School of Economics, and then returned to Harvard to complete his doctorate. He began working, first as an assistant Professor, at the University of Denver in 1975, and was awarded the title of John Evans Professor for the Josef Korbel School of International Studies in 2001.

Dr. Gilbert provides exploration into topics such as democratic theory, social theory, philosophies of science and social science, ethics and more in his classes taught through the Korbel School of International Studies. Students in his courses gain an in-depth and raw perspective of conflict, social activism and effective participation in change. His most recent book, *Black Patriots and Loyalists*, was awarded the American Book Award by the Before Columbus Foundation, and he was interviewed by 3:AM Magazine in 2012 for his work in political philosophy and his support of the Occupy Wall Street movements.

Gilbert says that the root of conflict resolution is that one



must believe that everyone has an opinion and a soul. In his classes, he stresses the importance of being able to absorb someone else's perspective and be comfortable living with both their opinion and your own in your mind. He believes that tolerance begins with conflict resolution skills that guide people toward a mutual understanding and a value for all human life. "The key," he explains, "is doing away with this notion of the 'Other,' this group that we're supposed to be fighting or winning against."

In order to create social change, Dr. Gilbert is a great believer in mass peaceful demonstrations, noting the success of Gandhi and the civil rights movement in the U.S. He talks animatedly and passionately about the incredible power of non-violence and the practice and creation of more non-violent methods of addressing conflicts. Dr. Gilbert also points out a concept integral to the study of Conflict Resolution but foreign to society at large: conflict itself is not a negative thing, and that often there must be large, challenging conflicts first in order to resolve strife and create progress. What is important is the application of, and respect for, attitudes that promote resolution rather than attitudes that foster competition and division.

Professor Gilbert can be contacted at: Alan.Gilbert@du.edu

--Marina Dosch, MA '15

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FACULTY SPOTLIGHT: ANDREA STANTON

*Assistant Professor,
Department of Religious Studies*

Assistant Professor in the Department of Religious Studies and an Affiliate Faculty with the Center for Middle Eastern Studies at the University of Denver, Dr. Andrea Stanton focuses on the history of the modern Middle East and Islam as well as the intersection of media and politics. She holds her BA with a double major in religion and history from Williams College, and her MA and PhD in Middle Eastern history from Columbia University. Her first book, *This is Jerusalem Calling: State Radio in Mandate Palestine*, was published in 2013.

Dr. Stanton's interest in conflict resolution began when she saw issues inherent to the field appear organically in her work, especially given her focus on the modern Middle East. Such issues include dynamics between colonizer/colonized, occupier/occupied, religious majority/minority, ethnic majority/minority, wealthy/poor, and powerful/disenfranchised. Exposed to the broader interpersonal conflicts found in the Middle Eastern context from her time living in Beirut and Damascus, Dr. Stanton observed how local people interacted, "Whether hot or cold, these would play out on the ground level, in terms of casual comments made about people of different backgrounds, geographic self-segregation etc."

These dynamics intersect with history to create views of intractable conflict, which purport that a certain group has been fighting another group for time immemorial, placing the struggle into an abyss of history, which will continue indefinitely. This viewpoint is often combined with the idea that ethnic or religious identities add to intractability. A prime example is the Israeli-Palestinian conflict, where many observers would simplify the historical and conflict narrative to Muslims and Christians, Muslims and Jews in a never-ending struggle.

Dr. Stanton believes this is an unhelpful way to cast history's role in conflict. Instead of being used as a rationale for intractability, history can act as a "profoundly effective way to counter these 'external conflict' statements. Unpacking the historical evidence around specific conflicts helps defuse the notion of permanent, religious conflict." Having moved beyond a religious definition of conflict, other factors that may be contributing to conflict dynamics, such as politics, economics or environment, can be examined. Furthermore, automatically framing conflicts as religious and hence external, "serves extremists, who want more conflict and less compromise." History can thus act as a reframing tool for bringing conflict analysis from a one-dimensional to a multidimensional lens.

Along with Dr. Gregory Robbins, Dr. Stanton serves as an

affiliate faculty member to the Conflict Resolution program from the Department of Religious Studies. She has acted as a resource for students and collaborated with the Conflict Resolution Institute (CRI) on a number of events, including a 2013 workshop on peace-building which was funded by a grant from the United States Institute of Peace.



Recently, she took part in a winter 2015 talk on Lebanon co-sponsored by CRI and the Center for Middle Eastern Studies with scholar George Irani, and was one of the Institute's faculty-in-residence for Fall 2014, an experience she describes as "wonderful and enriching."

In the future, Dr. Stanton would like to grow in her involvement with the Conflict Resolution Institute by working more directly with students-- serving on thesis committees, having Conflict Resolution students in her courses, directing independent studies, and including Conflict Resolution students in the Department of Religious Studies' events with visiting scholars. For students interested in conflict issues in Muslim-majority or Muslim-plurality locations, Dr. Stanton recommends her 3000-level courses Introduction to Islam, Contemporary Islam, or Islamic Fundamentalism.

Dr. Stanton's advice for Conflict Resolution students is to take advantage of all the resources the University of Denver has to offer: visiting scholars, guest lectures, career services, and the tremendous faculty. Being under DU's Josef Korbel School umbrella gives Conflict Resolution students a doubly rich opportunity to engage with leading scholars and practitioners. Keeping in mind her desire to be more directly involved with Conflict Resolution students, Dr. Stanton notes that "even faculty with whom students don't have the opportunity to study with in a formal course may be willing to offer feedback on a thesis draft, or suggest opportunities for summer study, professional connections, etc." For graduates, keep in mind these connections and opportunities do not end after graduation. Dr. Stanton reminds students, "don't forget to check back in every year or so!"

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--Rachel DiFebbo, MA '16

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NEWSLETTER

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NEW DIRECTIONS IN PEACEBUILDING

The Global-Local Challenge with John Paul Lederach

John Paul Lederach focused on the process of conflict transformation at his talk in September, sponsored by the Conflict Resolution Institute. Conflict transformation emphasizes the agency and capacities of local actors and communities in peacebuilding and conflict resolution, facilitating their potential to become leaders in peacebuilding. This is in contrast to typically practiced high-level political discussions and western-oriented NGO approaches that can dominate the conflict resolution field. Lederach argues that there tends to be a “vertical gap” between these upper echelon actors, and the grass-roots communities that experience conflict, including Nepal, where he has done a majority of his work.

Lederach’s involvement in Nepal began 13 years ago when the civil war between Maoists and government forces was still devastating much of the country. In 2003, he accepted a 10-year peacebuilding grant from the McConnell Foundation to work within Nepali communities. This decade-long commitment allowed him



Community conflict process meeting in Kanchanpur, Nepal, photo by Chup Thapa

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and the organization the necessary time to reach a comprehensive understanding of the conflict and the context in which it occurred before moving toward change and action. The freedom and time that the McConnell Foundation allotted Lederach and his team would arguably pay off in the form of local conflict transformation in regions all over Nepal.

Many foundations and multinational agencies would consider Lederach’s long-term, learning oriented timeframe a show-stopper since it directly contradicts the dominant project mind frame which organizations are used to using. These short-term projects fulfill organizations’ need for concrete results to provide to donors, even if the outcomes do not truly benefit the community in the long-run. They are carried out without a complete understanding of the people and circumstances that engendered conflict. Although this result-centered approach is

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John Paul Lederach at DU

common, Lederach argued that it can be counter-productive, unsustainable and can exclude the community from the process.

The 3-6-3 Plan

From this frame of mind, Lederach proposed a “3-6-3” plan in Nepal, where the first three years were dedicated exclusively to deep discovery, learning, and deciphering how to approach the conflict. The learning process was not undertaken by asking experts, but rather by asking the Nepalese people for input and advice. Instead of intervening and using his expertise to impose ideas, Lederach knew that ‘accompaniment’ with local Nepalese was crucial to true conflict transformation and sustainable peace in the country.

To gather local perspectives and opinions, they began by sending out radio messages asking local citizens how they thought conflict could be resolved and how best to build peace in their war-torn country. Through the hundreds of pages that they received (many handwritten) broad themes arose that Lederach’s team would eventually incorporate into their project. They realized that any approach to peacebuilding in Nepal should include women, microenterprise, and the arts or theater. These central themes, important to the Nepalese people, may not

have been present in a project that was implemented exogenously.

One of the helpful tools that locals revealed to Lederach’s team was what he called *User Member Groups*. These groups were a pre-existing infrastructure in Nepal that Lederach was able to utilize to initiate the project. Specifically, Lederach worked with natural resource user member groups, whose membership was based on the use of a particular natural resource, such as water. These groups were often directly affected by the conflict, since water, as with other natural resources, are often diverted for military purposes, or access inhibited as a result of collateral damage. Rather than starting from scratch, Lederach worked within this community structure to begin conflict transformation.

Lederach’s second stage examined Nepal’s local mediation network using the Participatory Action Research model. This model focuses on scale at *depth* rather than scale of *breadth*. Groups of 30 participants were divided into mediators and trainers. He found that while many mediators had not participated in extensive training sessions, the majority of the trainers were inexperienced at actually conducting mediations. This exercise reflected an apparent disconnect between upper level trainers and the grassroots people handling mediations, and taught Lederach to trust the embedded facilitators in the community.

Healing Through Inclusion

The final aspect of Lederach’s project was a trauma healing initiative, focusing on the inclusion of women, who he believed to hold unparalleled knowledge of the conflict’s context, as well as the capacity and resources to provoke community action. The women were able to begin a healing process of the traumas that had plagued their villages for years through mediation and storytelling.

Due to Nepal’s caste system and patriarchal society, women are often relegated to the sidelines of public life. Often, women who were widowed as a result of the civil war are shunned from their family and community. Despite the stigmatization in Nepali society, Lederach found that it was often these women who became leaders in their communities and were viewed as pillars of strength by their peers. With this understanding, the Life Story Project was born.

Women who had never been asked about their life, their struggles, thoughts or feelings, were asked to tell their story to groups of locals. Many women were so unaccustomed to being asked about themselves that they would ask, “What is a life story?” or even “Where do I get one?” However, once the program started, it became obvious how much healing potential there is in sharing personal narratives with a group who could relate to their experiences. As a result of the Life Story Project, women were given a voice. The women’s experiences became an agent to peacebuilding and change, rather than external peacebuilders coming in to implement it.

Lederach’s project centered around the idea of transformative leadership, where Nepalese who were previously marginalized became legitimized and able to be the forces of change, and to ultimately build peace. This idea was emphasized in a personal story Lederach told of a Nepali man who he met through one of the user member groups. The man was enslaved, and marginalized to the lowest caste of Nepalese society and yet, had become a leader and voice for peace in the community once given the opportunity. Allowing locals to be the agents of change and focusing on the communities that experience conflict is the reason that Lederach’s project has become so successful.

~Caitlin Trent, MA ‘16

FACULTY SPOTLIGHT:

Dr. Edward Phillip Antonio

Bringing Secular and Religious Realms Together to Resolve Conflict



Dr. Edward Phillip Antonio teaches theology, social theory and African studies at the Iliff School of Theology, which shares a campus with the University of Denver. Dr. Antonio serves as an Associate Professor of Christian Theology and Social Theory, the Associate Dean of Diversities, the Director of Justice & Peace Program, and the Director of the Master of Arts in Social Justice and Ethics Program. Among these many roles, Dr. Antonio is also a core faculty member of the Conflict Resolution Institute. With a background and training in journalism, religion, and theology, he is particularly interested in the pathways that bring together secular and religious realms to resolve conflict. As Antonio notes, religion is not just part of the problem, it is part of the solution.

Dr. Antonio's deep knowledge of peace and conflict began intimately while growing up under three different systems of colonialism. Under British rule, Portuguese rule, and the system of Apartheid, what characterized reality for everyone was conflict. As Antonio notes, "You can't come from South Africa where I grew up and be politically stupid at the same time, because it was such an incredible laboratory for learning how to adjust to different kinds of conflict whether it is legal, political, or martial." Before becoming a theologian, Dr. Antonio covered the wars of liberation in Zimbabwe and Mozambique as a journalist, where he developed immediate connections with the politicians engaging in diplomacy and negotiations. In addition to these foundational experiences, he also credits his scholarship to both his uncle, a diviner who taught him the centrality of humanity in divination, and his father, who would host members

of different religious groups weekly for tea, bread, and debate.

This distinct background contributes to a unique lens by which Dr. Antonio studies, practices, and teaches conflict resolution. In his perspective, the study of conflict is rooted far too much in conflict. While Dr. Antonio says there is a significant element of truth to the idea that humans are inherently about fighting, he calls for a cognizance that human beings are also capable of being human in a positive way. People are also capable of incredible acts of peacemaking, peacebuilding, and forgiveness. As he explains, "the lens through which I want to look at conflict resolution is through the lens of what we call in Africa as Ubuntu- what it means to be a human being and what conflict does to our humanity."

With this in mind, the best educational preparation for students, he says, is to become citizens of the world, to walk closer to instead of away from conflict, and learn to see conflict not just negatively but creatively. He recommends developing person-centered skills and becoming as culturally sensitive and globally minded as possible, so as to not be tempted to create one size fits all solutions. He sees the need to "decolonize conflict resolution" by expanding the focus on resources and processes that aren't valued or known in western definitions. He also advises students to become as empirical and practical as possible where conflict resolution isn't only a matter of ideas and theories, but is rooted in everyday activities and impacts people in concrete ways.

Finally, Dr. Antonio stresses the importance and relevance of the skills, ethics, and practice of conflict resolution in a world made up of various zones of conflict. He looks forward to continuing involvement in teaching, research, and collaborative work with faculty and students in these areas of mutual interest.

~Julie Hawke, MA '16

CRI JOINS INTERRELIGIOUS DIALOGUE GROUP IN TURKEY

A Collaborative Trip with the Multicultural Mosaic Foundation

In September 2015, The Conflict Resolution Institute (CRI) traveled to Turkey as part of an inter-religious dialogue initiative to explore connections between Colorado and Turkey and between minority and majority religious groups. The dialogue initiative represented a partnership between CRI and the Multicultural Mosaic Foundation, a Denver-area non-profit dedicated to promoting diversity, tolerance, and understanding across lines of religion, ethnicity, and culture. Two Conflict Resolution students, J.B. Desselle and Rachel DiFebbo, and CRI co-Director Tamra Pearson d'Estrée had the opportunity to assist with facilitation and program evaluation related to dialogue and joint travel.

As preparation for the trip, Jews, Muslims, and Christians from the Denver community met over the course of six months prior to travelling to Turkey. Facilitators from CRI and Mosaic worked together in leading the group through dialogue on the state of relationships between religious groups in Colorado. The group began to explore what could be done to improve aspects of relationships that were unproductive or damaging and what could be done to enhance existing positive elements and interactions. The trip to Turkey provided an opportunity to reflect on these relationships in a different context, where the religious identities of those belonging to the majority and minority are flipped. With this in mind, the group entered the country prepared to discuss interfaith work and what it means to be a minority or majority.



The group poses in front of a mosque in Turkey.

While in Turkey, the group met with representatives of minority religious groups as well as independent media organizations. Many different viewpoints were represented. A Presbyterian pastor, who as a Turkish Christian is in the minority, shared his hesitation towards many interfaith initiatives. He believes such initiatives are often “superficial” without any connection to the actual coexistence that does occur amongst Christians and Muslims in Istanbul. Group members also met with members of an Alevi group, which highlighted the nuances of “majority” and “minority.” Although the Alevi are Muslim, they still identify as a minority. Alevi is a branch of Islam linked to Shiism, contrasting to the Sunni Muslim majority in Turkey. This parallels perceptions in the United States where certain Christian groups may feel similarly, as though they are a minority due to their place in a greater network of denominations and social standing.

The group was also able to tour the facilities of Zaman, an independent media organization which has a complex relationship within the Turkish political landscape. Editorials and features often take on a stance that is outspoken against official activity. The group was struck by the dedication to free speech that the Zaman’s staff displayed, such as being willing to work for a year without pay if Zaman were further squeezed by intimidation.

Meeting with organizations who have tense relationships with their government presented unexpected lessons in attempting to understand societal relations in a different cultural and historical context. Beyond discussions on religion, the wider conception of minorities and majorities played a key role in the trip. This was the case in meeting with other media and even philanthropic organizations. Participants left with conflicting feelings of both admiring the local people while also fearing for the future of the system in which they are embedded.

The highlight of the trip for many participants was the homestay experience in Niğde, a city located in central Turkey. The infinite hospitality shown by the host families included a children's dance performance, several hearty authentic meals, a demonstration of the traditional ebru painting technique, and gifts aplenty. Even with language and cultural barriers, the group was able to forge meaningful bonds that lessened fears and created connections that reached from Colorado to Turkey. Spending the night in strangers' homes quickly moved many in the group from a place of uncertainty to comfort in Turkey. While the historic sites such as Hagia Sofia were places of awe and inspiration, it was the interactions with local people which made for the most memorable moments of the trip.

The partnership between CRI and Mosaic led to two student internships for Desselle and DiFebbo. Under the mentorship of Dr. Tamra Pearson d'Estree, these students were able to be involved in planning the dialogue and learn valuable facilitation skills. In addition to providing facilitation services for the dialogue, CRI collected data to assist with evaluation of Mosaic's program and to inform academic literature on dialogue. As part of this research, these students had the opportunity to be involved in crafting, distributing and analyzing participant surveys. Two additional Conflict Resolution students, Samantha Haas and Julie Hawke, are also contributing to the report for the Multicultural Mosaic Foundation. The final report will provide insight into Mosaic's program, which could guide the organization in its travel programs and future dialogue-travel pairings. Furthermore, as little research has been done on the effects of coupling dialogue with travel, the results of CRI's analysis may contribute to understanding a unique approach to dialogue and conflict resolution.

Ultimately, CRI and the dialogue group came away with a strong connection to the Turkish people. The hospitality they encountered in everything from the homestay to dinners at local homes left an indelible impact. Following the trip, it seems to be a confident assumption that friendships were formed, and meaningful reflection occurred following the trip. The final analysis conducted by CRI will shed light on these assumptions.

~Rachele DiFebbo, MA '16



Ismail Akbulut, Rachele DiFebbo, J.B. Deselle, Tamra Pearson d'Estrée presented about their experience in Turkey at DU in 2016.

INTERNSHIP REPORT

Sarah Klinikowski (MA '15)

Putting Conflict Resolution Skills to Practice with the Better Business Bureau



Recent Conflict Resolution Alum Sarah Klinikowski worked as an Alternative Dispute Resolution (ADR) intern with the Better Business Bureau (BBB) of Denver since July of 2015. She has previous experience working in domestic conflict resolution and divorce mediation. Sarah applied to intern at the BBB's Mediation and Arbitration department and got the position.

The Better Business Bureau's mission is to promote strong and ethical relationships between businesses and the public. This often involves dispute resolution programs aimed at providing an alternative to litigation. As an ADR intern, Klinikowski's primary responsibility was to assist the lead ADR specialist in preparing disputing parties for mediations and arbitrations. This involved routine correspondence between businesses and dissatisfied consumers in order to accurately capture and document their grievances and clarify what they hoped to achieve in the subsequent mediation or arbitration sessions. Klinikowski would then use this information to draft Agreement to Mediate or Agreement to Arbitrate documents, follow up with the involved parties to ensure that their perspectives were accurately portrayed, and address any questions or concerns they may have before signing the agreement.

Klinikowski's scheduled the mediation or arbitration sessions. This often

proved challenging, as all mediators and arbitrators at the BBB are volunteers with full-time day jobs. Once an acceptable time between the disputing parties and a mediator or arbitrator was established, Klinikowski would schedule a conference room and prepare background information regarding the mediator/arbitrator's experience and professional focus, along with a detailed explanation of guidelines and expectations for the upcoming meeting. Sending these documents to all involved parties was the final step before the mediation or arbitration process began.

Following arbitration, the arbitrator would draft and send a legally binding Decision and Reason for Decision to the BBB. Klinikowski was responsible for forwarding these documents to the disputing business and consumer parties. Following mediation, she would enter the agreement into the businesses' electronic file and document the case as resolved.

In addition, Klinikowski would often provide assistance to the Business Investigations Department. In this role, she conducted file reviews and prepared reports on businesses that were experiencing an increase in the volume of complaints lodged against them. She would analyze each consumer complaint to determine the issues at hand, identify collective patterns existing within the larger body of complaints, and briefly summarize the information in a report that included supporting evidence from the BBB's database. These reports were then mailed off to the businesses in question with the understanding that they would work with the BBB to make efforts to resolve the disputes.

After several months of working as an intern, the operations director informed Klinikowski that the current ADR specialist was retiring and en-

couraged her to apply for the position. Klinikowski was an ideal candidate for the position since she had gained a strong working knowledge of how the department operated and already had ample opportunities to demonstrate her capabilities within the organization. She was offered the job after two rounds of interviews, and began working as the Denver BBB's ADR specialist in December.

Klinikowski developed many of her applicable skills during her time at CRI. She cites a course on Mediation Theory and Practice as being particularly helpful in demonstrating that there are at least two sides to every potential dispute. She also highlights the importance of active listening in order to formulate the appropriate questions which ensure that a session flows smoothly and productively. Klinikowski stresses that every process must be tailored to the dispute in question. She notes that a successful mediator/arbitrator must be able to fluidly recall and selectively apply all of the skills at his or her disposal to the context.

Students with an interest in interning with the Better Business Bureau should note that while there are no required pre-requisites to apply, they are generally looking for individuals with a demonstrated interest and working knowledge of the mediation and/or arbitration process. Klinikowski emphasizes that the BBB is a multifaceted organization which serves many functions, so it is therefore best to have some idea what type of projects you would like to work on prior to applying. At the same time, she encourages prospective applicants to, "Be flexible and open to working on new projects." The BBB offers many opportunities to gain interesting and valuable experience.

~Alex Iverson MA, '16

ALUMNI SPOTLIGHT

Cayenna Johnson(MA '12)

Working with Refugees at The African Community Center



Cayenna Johnson is a 2012 graduate of the Conflict Resolution Institute. She currently works at the African Community Center, an organization that helps refugees rebuild safe, sustainable lives in Denver. She holds a new position created by the state that works specifically with segments of the refugee population that have difficulty integrating into the community. These are people who generally have no children, do not speak fluent English, and who may have psychological or physical traumas that prevent them from successfully resettling.

Although on the surface this job resembles case-management, Johnson's conflict resolution skills are put to use every day. She works with "people who have trauma, who don't trust, who are in a crisis," she said.

As a result, Johnson continually takes great care during her time talking and working with this population. Her work allows her to use mediation and negotiation skills honed at DU to build relationships with her clients. The tools that she gained in Bob Melvin's Negotiation class continue to support her work, especially the concept of the *conflict resolution spectrum*. In this model, persuasion is used first, followed by negotiation, mediation, and arbitration.

Another facet of Johnson's position is grant writing and program development. She has recently assisted in the development of an interactive problem-solving workshop. This focuses on domestic violence issues within the local Ethiopian community. Johnson explained that often, small communities have a tendency to self-protect and have shunned anyone who reports cases of domestic violence or child abuse. The workshop is designed to assist these communities in developing the capacity to address these issues interactively. In order to be effective at her job, Johnson constantly asks herself: "How can we do interventions that reduce conflict, reduce the behaviors that are a product of the trauma and lack of community, and then work to build community?"

Johnson's interest in the field of Conflict Resolution developed as a result of her previous work with refugees. From 2005-2007 she was a case manager/program coordinator for the African Community Center. During her time there, she saw firsthand how trauma can be a source of conflict. Johnson also saw how case managers and service providers working with these vulnerable populations can become overburdened and traumatized themselves. This experience deeply influenced her perspective on the practice of conflict resolution throughout her studies, and led her to want to get involved on a deeper level.

As student at DU, Johnson interned at the Victim Offender Reconciliation Program of Denver (VORP), where she worked with youth as a Restorative Justice facilitator. Following her graduation, she was hired on fulltime to do program development work and to assist with grant writing. Johnson was initially drawn to Restorative Justice for personal reasons: her

father was arrested when she was young, and she intuitively recognized the need for alternative forms of reconciliation. While working at VORP, Johnson also founded a startup called The Butterfly Effect. This organization focuses on community-supported restorative justice for adults, and partners with people who have a vested interest but little formal background in conflict resolution.

All of her experience in the field has giving Johnson great insight on how current students at the Conflict Resolution Institute can utilize their time at DU. She advises them to, "Learn to market the skills you have acquired in class—negotiation, facilitation, mediation... These are invaluable tools with countless practical applications provided that recent CRI graduates are prepared to be entrepreneurial."

~Samantha Haas MA '17

JEFF SEUL SHARES WORK OF PEACE APPEAL FOUNDATION

On February 24, Jeff Seul, Chairman of the Peace Appeal Foundation visited CRI to share his organization's work on the "Emerging National Dialogue Paradigm." His talk showcased he and his colleague's work in promoting political and social change through national dialogue in conflict-afflicted countries such as Myanmar, Tunisia, Nepal and Lebanon. Seul clarified both the need to mold each dialogue to the needs and context of the country, while also realizing that these programs can be universally implemented in places that have experienced intense violent conflict.

The Peace Appeal Foundation's approach to peacebuilding diverges from traditional forms of "peacekeeping, mediation and negotiation" that are arguably no longer sufficient to rise to the challenge of today's increasingly globalized and complex world. Although the idea of dialogue to create space for peace is not a new phenomenon, Seul and his colleagues at the Peace Appeal Foundation endeavor to facilitate dialogue forums on a large national scale, yet remain inclusive to initiate discussions on how entire countries can move from conflict and violence to peace. As one can imagine, the obstacles these national dialogues face in their endeavor to comprehensive, inclusive peace are not insignificant.

One of the principle dilemmas is the ambiguity of inclusivity. Inclusivity inherently sounds like a positive and progressive concept. However, the reality of such an objective can be much more difficult to attain. In countries like Myanmar, which is comprised of 135 distinct ethnic groups, Seul poses the question- how many people need to be at the table to be considered representative of the country as a whole? The national dialogues the Peace Appeal Foundation has worked on have ranged from 100 stakeholders in Lebanon to 2,200 in Myanmar.

With 100 participants in Lebanon, Seul explained that it was easier for the forum to reach consensus on challenging topics and manage as a whole. Yet, the trade-off of an easily facilitated, smaller dialogue runs the risk of leaving key stakeholders out of the conversation. Conversely in Myanmar, with over 1,000 stakeholders representing various factions of society at the table, the dialogue was justifiably inclusive, but much more convoluted with so many divergent perspectives in the same dialogue.

Perhaps controversially, Seul also discussed whether inclusivity means that stakeholders such as recognized terrorist organizations and non-state armed groups should have a place in national dialogue. According to Seul, often it does. Despite the challenges that this brings, groups involved directly in violence also need to be directly involved in the conversation in order for substantial and sustainable progress to be made. Additionally, the level of transparency also proves difficult to balance in national dialogue processes. The dialogues must be transparent to some degree in order to gain validity and legitimacy in the eyes of the wider public. Seul warns against too much transparency. Since participants in the process must feel safe in expressing their views honestly and openly, overexposure may cause participants to fear repercussions from both their constituency and public. Complete transparency can therefore be detrimental to the dialogue's efficacy. Seul thus portrayed a delicate equilibrium within inclusivity and transparency, a balance that is both difficult and necessary for an effective national dialogue process.

Another question the Peace Appeal Foundation encounters in their work is the sheer logistics of creating the space, time, and money for such large national projects. Seul



Jeff Seul

explained the significance of having a physical meeting space for national dialogues to take place. While creating such "common spaces" can prove logistically challenging, the act of doing so initiates the first step toward creating meaningful "togetherness." The simplicity yet importance of this was illustrated as Seul explained how common physical space is not just symbolic, but facilitates collaboration, innovation and interaction between groups who may not otherwise communicate or interact outside of the meeting space.

The Peace Appeal Foundation's work supports a process that brings cross-cultural, cross-class national stakeholders to a single dialogue to decide how best to address issues of violence and conflict that societies face. Because of the diversity of the communities he works with, the sincere and committed engagement of the participants is paramount. By fostering countrywide ownership of a space and process, participants build national dialogues that can operate in their own community contexts. Seul and the Peace Appeal foundation provide support, knowledge, and resources, while generating local capacity and ownership to address embedded violent conflict as stakeholders see fit for their country.

~ Nicholas Abruscato and Caitlin Trent MA '16,

Special Announcement: CRI Co-hosts October 2016 Peacebuilding Conference

TRAUMA & TRUST: PEACEBUILDING IN RUPTURED SOCIAL SYSTEMS



October 12-15, 2016 University of Denver

From Baltimore to Baghdad, peacebuilders and trauma professionals engage in complementary but often unintegrated work which falls short of optimal change. Practitioners knowingly or unknowingly impact multiple systems. Might a sustainable systemic approach minimize unintended consequences of interventions and in some way facilitate success?

Join professionals and colleagues from around the world at the University of Denver to consider how a systems approach to Trauma & Peacebuilding could inform the international and domestic work of practitioners from multiple fields this October 13-15 with an optional pre-conference workshop with Dr. Bob Williams on October 12.

Peacebuilding in contexts of group trauma includes the following central conference themes: neurobiology of trauma and relationships, social cohesion and attachment, and empathy and social perspective taking. A particular focus will be on how the systems approach allows us to cross levels and boundaries from the individual to society, taking into account the multiple stories at play in the spaces inhabited by both trauma and peacebuilding practitioners.

Additional themes will include: Crossing Levels and Boundaries | Challenges to Systemic Approaches | Past Successes and Failures | International and Domestic Contexts | The Social Construction of Peace and Trauma Narratives | Police-Community Relations | Individual and Societal Functioning Post-Trauma | Revisiting Assumptions about Informed Field Practice



Monnica Williams • Bob Williams • Theresa Betancourt • David Anderson Hooker • Judith Herman

Student Prices Available!

REGISTER TODAY: <http://www.du.edu/conflictresolution/news-events/trauma-conference.html>

Co-hosted by the Graduate School of Professional Psychology's International Disaster Psychology Program, The Josef Korbel School of International Studies'

DELIBERATIVE FORUM SERIES

How Can We Stop Mass Shootings in Our Communities?

On Jan 27th and Feb 8th, Facilitator Samantha Haas, CRI MA student and Facilitator for the Kettering Foundation National Issues Forums hosted a popular deliberative forum series on stopping mass shootings in our communities. In a national discourse that is barraged with divisive types of talk surrounding this issue, the deliberative forums allowed students, faculty, and community members to discuss and consider their opinions, reasons, and consequences for supported measures.

Contrary to other types of forums, the purpose of the event was not to hear an expert speak, but to have a facilitated conversation surrounding policy choices. The participants themselves, however, were experts in their own rights. The diverse groups included a wide range of ages, professions, and backgrounds including gun owners, an active shooter situation trainer, a gun control activist, and Colorado natives and transplants with personal connections to past shootings. As Haas explained, "The purpose of the forum was to offer citizens the opportunity to join together to deliberate, to make difficult choices and to work toward creating reasoned public judgement. The forums provide a way for people with diverse views and experiences to seek a shared understanding of the problem and search for common ground."

Participants noted that it was refreshing to have a non-partisan discussion with no assumptions, diverse perspectives, and the ability to ask honest questions to people who felt differently. One participant said, "this is the first extended discussion I have had about guns that at the end, I still couldn't tell you who was red or blue." Another said that it was different



College Students at the Kettering Foundation participate in a similar forum.



to actually come up with solutions that don't just "feel good," and that the group was committed to answering the question, "will this really make a difference?". The goal of deliberation is not to change the minds of people, although that certainly can happen. The goal of deliberation is to confront the complexity of tough public issues like mass shootings, and the participants in these forums absolutely did that.

The forums proved that people want to talk about these national issues, and we want to talk about them constructively. How can you be involved? Haas says, "I like to think about deliberative discussions as going to the gym--working out once won't get you in shape, but getting into a routine of going to the gym will start to generate results. There are many forums being held nationally around controversial issues such as healthcare, immigration, race relations, etc., that you can participate in on a regular basis. The intent is that eventually this type of engagement will seep into your everyday discussions--that it becomes an instinct as natural as debate currently is to most of us." CRI will continue to host these forums on various national issues; stay tuned for continued opportunities to participate.

**Get updates on our events
and programs.**

JOIN OUR EMAIL LIST!

[www.du.edu/conflictresolution/
support/maillinglist.html](http://www.du.edu/conflictresolution/support/maillinglist.html)

STAFF UPDATES

Esra Dilek: Visiting Scholar

Esra Dilek is a Visiting PhD Fellow at the Conflict Resolution Institute for the period of April 2016-March 2017 and a PhD Candidate at the Department of Political Science at Bilkent University, Ankara, Turkey. Her work focuses on the diffusion of international peacebuilding norms and hybridization at the local level in peace processes. In Spring Quarter of 2016 Esra Dilek gave a talk at the Conflict Resolution Institute titled “Norm Diffusion in Conflict Resolution Processes: Exploring How Local and International Norms Hybridize” where she presented the theoretical framework of her ongoing research. Esra is currently working on her doctoral dissertation on the diffusion of international peacebuilding norms and hybridization in the peace process in Turkey (2013-2015).



Heidi Resetarits: Assistant to the Director

Heidi Resetarits joined CRI as the Assistant to the Director in December 2015. She has an MA of Responsible Management and Sustainable Economic Development from the University of Peace in Costa Rica. Her background includes a variety of work in journalism, marketing, events and volunteer management. Heidi works with the Co-Director of CRI while promoting the program and special events at the Institute.

UPCOMING CRI EVENTS: FALL 2016

Sept. 23: Campus Climates and Changing Intergroup Relationships: Dialogue Research and Practice
Thomas Walker, PhD, Director of Inclusion and Equality at University of Denver

Oct 12: Applying Systems Things to Design and Evaluation of Peacebuilding and Trauma Workshop
Bob Williams, PhD, Author of *Wicked Solutions: A Systems Approach to Complex Problems and Systems Concepts in Action*.

Oct. 13-15: Trauma and Trust: Peacebuilding in Ruptured Social Systems, Conference
See page 10 for details.

Oct. 17: When Inequality is Pervasive, Can we Go on Together?
David Anderson Hooker, PhD, Kroc International Peace Studies, University of Notre Dame

Oct. 24: People-Centered Peacebuilding in the 21st Century
Ken Cloke, PhD, Anna Sapin, JD, Prabha Sankaranaryan and Jeffery Range. Mediators Beyond Borders International

Nov. 1: The Day After: How to Bridge the Partisan Divide No Matter Who Wins on Election Day
Mark Gerzon, author of *The Reunited States of America*.

Details for these events and more can be found at: <http://www.du.edu/conflictresolution/news-events/>

CONFLICT RESOLUTION INSTITUTE CORE FACULTY

Douglas Allen, Director, International MBA; Associate Professor, Daniels College of Business

Edward Antonio. Harvey H. Potthoff Associate Professor of Christian Theology and Social Theory; Associate Dean of Diversities; Director of Justice & Peace Program

Roberto Corrada, Professor, Sturm College of Law

Tamra Pearson d'Estrée, Director, CRI Center for Conflict Engagement, & Henry R. Luce Professor, Josef Korbel School of International Studies

Miguel A. De La Torre, Professor of Social Ethics, Illiff School of Theology

Karen A. Feste, Academic Director, Conflict Resolution Graduate Program; Professor, Josef Korbel School of International Studies

Judith E. Fox, Clinical Assistant Professor, Graduate School of Professional Psychology, & Director, International Disaster Psychology Program

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Darrin Hicks, Associate Professor, Department of Human Communication Studies

Gwen Vogel Mitchell, Assistant Professor; Director of Field Placement, MAIDP

Nicole Nicotera, Associate Professor, Graduate School of Professional Psychology, Graduate School of Social Work

Ruth Parsons, Research Professor, Associate Dean for Research, Conflict Resolution Institute

Gregory Robbins, Associate Professor, Department Chair, Department of Religious Studies

Timothy D. Sisk, Professor, Josef Korbel School of International Studies

Andrea Stanton, Assistant Professor, Department of Religious Studies Eugene Walls, Associate Professor, Graduate School of Social work

Eugene Wall, Associate Professor, Graduate School of Social Work

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For more information about the Conflict Resolution Institute,
its programs and its Working Paper Series, please visit our website
www.du.edu/conflictresolution

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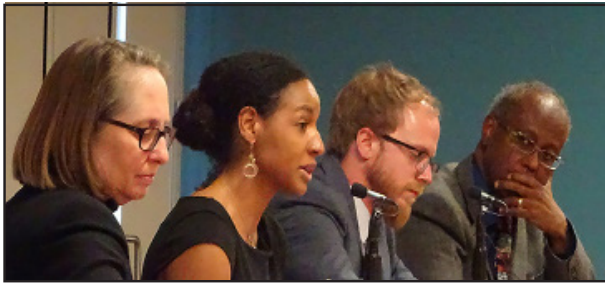
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NEWSLETTER

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ENGAGEMENT FOR CHANGE

Fostering Dialogues on Race and Religion



Moderator Tamra Pearson D'Estree and Panelists Rhonda Fitzgerald, Christopher Chalberg, and Harold Fields.

"Dialogue is about empathy and compassion-building—about stepping back and being transformed by someone else's story." So spoke Dr. Liliana Rodriguez, new Vice Chancellor for Campus Life and Inclusive Excellence at the University of Denver, as she introduced a recent panel on new structures of engagement through dialogue. An impressive panel of speakers spoke from their vast experience about the necessity of dialogue—now more than ever. Rhonda Fitzgerald, the Managing Director for the Sustained Dialogue Campus Network, pulled from her experience with students, faculty, senior administrators in building lasting structures for inclusion on campuses and developing civic competency in college students nationwide. Christopher "Kit" Chalberg, a Conciliation Specialist for the Community Relations Service (CRS) of the US Department of Justice and CRI alumnus, spoke to the importance of developing local mechanisms and agreements as alternatives to coercion, violence, or litigation, and taking proactive measures to reduce racial and ethnic tensions in communities. Harold Fields drew from his experiences as the founder of Multi-Racial Families of Colorado, the facilitator for the Second Tuesday Race Forums (a monthly, citywide racial dialogue that was initiated during the Clinton administration), and as a board member of the national initiative "Coming to the Table,"

which brings together descendants of former slaves and slave owners for dialogue, reconciliation, and healing.

How do you define dialogue, and what does it look like? Why is dialogue important now? How have you seen communities transformed by dialogue? Is dialogue ever the wrong choice? Together, the panelists responded to these questions, wrestling with impact of the current American political and cultural landscape on the work of dialogue. Fitzgerald defined dialogue as "listening close enough to be changed by what you learn," and Fields spoke of dialogue as the realization that our experiences are incomplete: "we are each just one piece of the puzzle—we don't know what the picture on the box looks like—but through dialogue, we can begin to connect the pieces." Chalberg distinguished dialogue from other forms of communication, such as debate: while debate is about influence, power and demonstrating the superiority of your position, dialogue is about developing mutual understanding.

In response to the question "Why dialogue now?" Fields stated that America is undergoing an "ontological transi-

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CRI PARTNERS TO LAUNCH DIALOGUE INITIATIVE ON CAMPUS

The Office of Inclusion and Equity and Conflict Resolution Institute are partnering with the Sustained Dialogue Campus Network to bring Sustained Dialogues to DU. Rooted in decades of research and practice, this model gathers small groups for multiple sessions of facilitated discussions, allowing participants to build relationships, reflect on their individual and collective experiences, and increase understanding and collaboration.

In concert with other IEE initiatives underway, sustained dialogues will provide personal, professional and community development opportunities as we meaningfully engage one another to increase mutual understanding around current events, salient identities, and complex issues.

Upcoming Trainings:

Sept 29-Oct 1, 2017 (Fri-Sun):

Inclusive Leader Training:

Fri evening through Sat lunch (first 8 hours only)

Dialogue Facilitator Training: Fri evening through Sunday early afternoon (full 16 hours)

Oct 20-22, 2017 (Fri-Sun):

Sustained Dialogue Retreat Facilitator Training:

To attend, you must have completed a previous SD facilitator 16 hour training, in either Jan or Sept. Priority will then be given to those committed to staffing the retreat over MLK weekend in 2018

To learn more or apply please go to: tinyurl.com/DUdialogues



Conflict Resolution students listening to a speaker.



ENGAGEMENT FOR CHANGE (CONTINUED FROM P. 1)

tion"—one that centers on questions of identity and meaning: who we are, and who we are becoming as a nation. It has become increasingly clear that the forces that serve to fracture and separate us are no longer serving us, and that dialogue is a more effective way of "being with each other." Both Fitzgerald and Chalberg pointed to the increased diversity in America as an impetus for dialogue opportunities: "America is a nation without shared experiences," Fitzgerald began, "and the old ways of doing things have become increasingly ineffective."

When is dialogue the wrong choice? Fitzgerald ob-

served that often, in the wake of trauma, there is a clear chasm between groups and it may be wiser to convene caucus dialogues instead of intergroup discussions. Chalberg recalled an instance where he had a sense that motivations were to harm, and that certain participants were not joining in good faith.

The panel members outlined the transformative capacity of dialogue in many contexts. In reflecting dialogue as a catalyst for change, widen the lens: think about not only how we can be transformed as individuals, or as an institution at the University of Denver, but also how dialogue can impact change in our city, in the state, in our country and in the world.

~ Samantha Haas, MA '17

SPOTLIGHT: THOMAS WALKER

Dialogue and Changing Intergroup Relationships on Campus

A university campus should be a space where new skills and ideas are learned and engaged in that can be applied throughout life. A particularly important skill in this regard is being able to actively engage across divides and differences. It is becoming more and more clear that engagement of this nature, whether it is across race, religion, class, sexual orientation, gender, (dis)ability, age, or political beliefs, is seriously lacking at all levels. The necessity for these abilities has been taken seriously by the University of Denver and it has begun to implement programs to assist in their development; not only amongst students, but also amongst the faculty and staff.



Last Autumn, the Conflict Resolution Institute hosted Thomas Walker, PhD, the Director of Inclusion and Equity Education at the University of Denver, to talk about the use of dialogue on campus to reduce tensions and change intergroup relationships. Dr. Walker has been engaged in the diversity and social justice field for more than two decades, including working with the University of Michigan-based Multiversity Intergroup Dialogue Research Project. A lot of the concepts and approaches that he discussed and is implementing came out of his work with this research project.

Walker is proactively working with other DU partners like CRI on the DU campus through a multi-layer approach to the ever-widening divides between groups. One of the key ways of directly bringing the divided groups together for positive change is through the use of Intergroup Dialogue. Thomas Walker explains this as, “a face-to-face, sustained and facilitated meeting between 12-20 participants from two or more different social groups (typically with a history of conflict or potential conflict) who engage in a semi-structured process to explore commonalities and differences, intergroup conflicts, and possibilities for alliance and coalition-building for social justice action.” The word alliance brings out an important aspect of this type of dialogue process. The aim is not to convince either group that they are wrong, necessarily, but instead to be able to come to a point where the groups understand each other and are able to then work together on how to move forward.

The Inclusion and Equity Education program at DU encourage this type of intergroup engagement through a number of initiatives. In order to do this well they have developed strong partners in the work, one of which is the Sustained Dialogue Institute (see the internship report on page #). They will be working together to develop facilitator and participant trainings. They are also looking at ways to incorporate intergroup dialogue skills and knowledge throughout the DU campus. To encourage this dissemination, they are working at both the faculty/staff level as well as incorporating it into the curriculum for the students. They will offer courses in Intergroup Dialogue through the communications department, but will also incorporate dialogue into other curricula, programs and events. At the staff level, they will encourage the utilization of Peacemaking Circles for staff development, as well as promote monthly campus dialogues that will be open to the entire DU community.

~Isaac Oyam-Montero, MA '17

If you're interested in these programs, please refer to the Center for Multicultural Excellence website: <http://www.du.edu/cme/>

CONFERENCE

TRAUMA & TRUST: PEACEBUILDING

October, 2016 Over 100 people participated in the 2016 Trauma and Trust: Peacebuilding in Ruptured Social Systems from October 13-15 at the University of Denver. Hosted by The Conflict Resolution Institute at the University of Denver, Salus World and the Graduate School of Professional Psychology's International Disaster Program, the event brought together students, staff and experts from all over the world to consider how a systems approach to trauma and peacebuilding could inform international and domestic work. This conference came ten years after the original conference of the same name, and was planned to follow-up on the same topics and to discuss new ways of thinking since the original event.

Peacebuilding in contexts of group trauma were included the following central conference themes: neurobiology of trauma and relationships, social cohesion and attachment, and empathy and social perspective taking. The conference focused specifically on how the systems approach allows us to cross levels and boundaries from the individual to society, taking into account the multiple stories at play in the spaces inhabited by both trauma and peacebuilding practitioners.

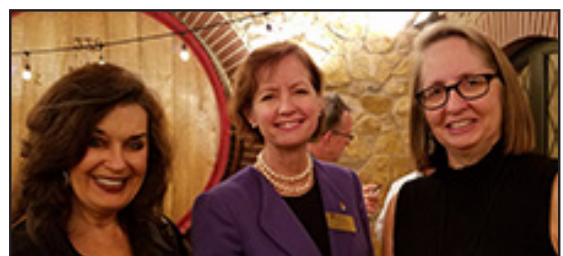
The conference focused on both domestic and international peacebuilding, and breakout sessions reflected a diversity of issues that practitioners are faced with. Themes included crossing levels and boundaries, challenges to systemic approaches, police-community narratives and individual and societal functioning post-trauma, amongst others.

Keynote speakers (below) spoke to the group about their works and encouraged attendees to continue to build peace in their fields.

Monnica Williams · Bob Williams · Theresa Betancourt · David Anderson Hooker · Judith Herman



Participants appreciated the panels, workshops, networking and new colleagues



2016 REVIEW IN RUPTURED SOCIAL SYSTEMS



Race and Reconciliation: Keynote Address by David Anderson Hooker

Race and the Reconciliation in the Context of Irreparable Harms in America was the focus of the keynote address by David Anderson Hooker. Professor Hooker teaches the Practice of Conflict Transformation and Peacebuilding at the Kroc Institute for International Peace Studies at Notre Dame, and is the President and Principal Consultant of Counter Stories Consulting.

Race is a fiction designed to assign differentials of value, said Hooker. It has no natural or biological origination. Racism, on the other hand, is very real because it has become embedded into the systems, organizations, and ecosystems in which we live. Many narratives around race have only been viewed as the truth because we have organized our lives around them—it is our work, Hooker contended, to heal trauma through the reconstruction of meaning and narratives of race.

Hooker defines peacebuilding as an interwoven set of practices that share the aim of establishing what he called RADIC identities: Identities that are “Relationally constructed, Authentic, Dignified, Interconnected (and intersectional), and Legitimated.” Forming RADIC identities requires the elimination of many of the foundations that have widely been accepted as the truth.

“Each one of us exists in the moment as a collective of pure possibility,” Hooker concluded. As soon as we begin to narrate and name each other, we limit this possibility. Relationships are ultimately the mechanism through which power is distributed. The task, he claimed, is to develop a narrative of a shared future, not a shared narrative of the future.

~Rowan Mundhenk, MA, 17

VISITING SCHOLARS REPORT:

Esra Dilek: The Turkish-Kurdish Peace Process

Esra Dilek is a PhD candidate at Bilkent University in Ankara, Turkey and was a doctoral fellow at the Conflict Resolution Institute at the University of Denver during April 2016-March 2017. She is finishing her PhD dissertation on the peace process in Turkey that took place through January 2013 to June 2015 with the aim to solve the Kurdish conflict. In her dissertation, Esra is working on understanding the way international ideas transfer to the local level and shape local actors' ideas on the design of a peace process. Esra's work rests on qualitative research based on interviews she completed with high and middle level actors in the peace process in Turkey. The interviews and archival material revealed that local level dynamics are definitive for the process of transfer of international ideas. The way local actors interpret international ideas on peacebuilding depends on the way these actors define the conflict and their expectations from peace at first place. That is, local level dynamics define both what local actors are getting from international peace - building experiences and how, i.e. through what kind of mechanisms they get these ideas. This finding is crucial for understanding the local level dynamics for the design of sustainable peace.



Beyond her dissertation, Esra is interested in the dynamics of the Kurdish issue in Turkey in general. Her most recent co-authored work on the Kurdish issue will soon be published at Middle Eastern Studies Journal with the title "Struggling for the Kurdish Vote: Religion, Ethnicity, and Victimhood in AKP and BDP/HDP Rally Speeches". Considering that election periods function as drivers of conflict and peace in divided societies, this research analyzed political speech in election periods during the Kurdish-Turkish peace process.

Scott Feinstein: Identity Politics of Secession and Stability



CRI hosted Scott Feinstein as a visiting postdoctoral fellow in 2017. Feinstein is an emerging regional expert, having recently defended his Ph.D. dissertation on the subject of ethnic mobilization in post-Soviet states. He has written and taught on Eastern European and Russian politics, ethnic mobilization, and secessionist movement. Following his undergraduate studies and work in Congress, Feinstein served as a Peace Corps Volunteer in a Romanian-Moldovan community. There he became interested in the ethnic and political dynamics of post-Soviet spaces, an interest that he carried with him into his post-graduate studies. He has since had his research supported throughout the region by Fulbright, IREX, FLAS, and the Councils of Learned Societies.

Feinstein has used several indicators to quantify cohesion, particularly discursive analysis of history and language. When an ethnic group is able to articulate a clearly defined history within an agreed-upon language, Feinstein defined it "high coherence." For example, Russians have clearly defined ideas of proper accent, linguistic and historical origins, and national literature. In contrast, when an ethnic group is unable to articulate a clearly defined history and cannot agree upon a language that suits their identity, Feinstein defined it "low coherence." Feinstein notes Moldovans, Russian Tatars, and Gagauz as examples. The Moldovan people contested language, alphabet, and even what constituted archaic vocabulary following the collapse of the Soviet Union. Different national authors portray Romanian, Moldovan, or Russian as the true linguistic identity of Moldovan people. Ultimately, Feinstein found that high coherence groups are capable of successfully mobilizing for secession, while low coherence group efforts shatter under internal pressure and dissent. Dr. Feinstein joined the faculty of Iowa State University in the fall of 2016. ~ Emily Zmak, MA '18

PEACE AND POLITICS

Discussing “The Day After”: Bridging the Partisan Divide with Mark Gerzon

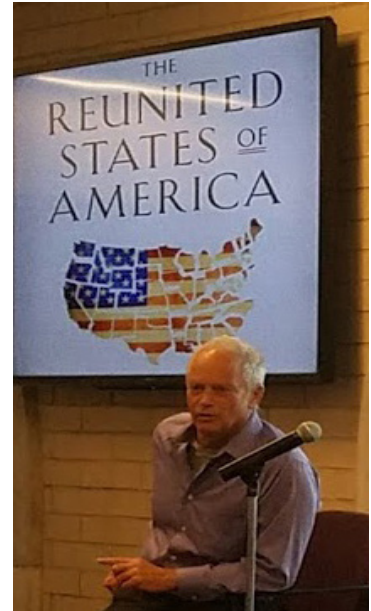
The 2016 U.S. election season has been marked by political hyperpolarization. Americans from both sides of the aisle agree that it has worsened party-divisiveness over economic policy, social policy, foreign policy, race, privacy, national security among other things. Many citizens are angry and disenchanted with the election process and system, and have been driven farther to the edges of the political spectrum. This contentious political climate led many to wonder: what would our country look like on the day after the election, when the campaigning stopped and ordinary citizens had to find a way to coexist?

Mark Gerzon has been on the frontier of cross-party conversations, spending the last two decades working within the ideological border between Left and Right. During the 1990's, he led a project called the Common Enterprise, which was intended to bring neighbors together from across the political spectrum to decide together what their communities needed. In 1996, he co-designed and facilitated the first two US House of Representatives Bipartisan Congressional retreats, which sought alternatives to the House's chronic incivility. From 2000 to 2005, he co-facilitated dialogue retreats for Chiefs of Staff from the House and Senate and continues to build bridges across political divides. His book, *Leading Through Conflict: How Successful Leaders Transform Differences into Opportunities*, grew out of these experiences, and offers tools for leaders to transform intractable differences into progress at the organizational, community, and national levels. Recently, his primary focus has been on ensuring civil discourse pre-and post-election.

On November 1st, the week before election day, the Conflict Resolution Institute and the University of Denver's Chaplain's Office co-hosted a talk by Gerzon, who recently authored a book titled: *The Reunited States of America: How We can Bridge the Partisan Divide?* This book, which has been reviewed as a “manifesto for a movement to reunite America,” highlights more than 40 individuals and organizations who are crossing the political divide in communities across America. The book was written as an antidote to “poisonous partisanship” and seeks to reintegrate America's motto—*E Pluribus Unum* (out of many, one)—into the practices and

processes of citizenship.

During his talk, Gerzon spoke to many of the themes in his book, concentrating on how we can begin to build structures of civil discourse and “trans-partisan” dialogue. He began with the fundamental question: “Do you love your country?” (A show of hands demonstrated that the majority of the people in the room did.) “If so, what does that mean? And how do you love something that is divided, and at war with itself?” To address this question, Gerzon offered a paradigm of citizenship that considered multiple worldviews: 1.) Worldview based on one's self (egocentric); 2.) Worldview based on one's group (ideocentric); 3.) Worldview based on one's nation (sociocentric); 4.) Worldview based on multiple cultures; and 5.) Worldview based on the whole earth, including the natural environment (geocentric.) These different forms of citizenship interact and overlap. Ultimately, although the 2016 Presidential election has pushed the boundaries of negative party polarization, it has also provided us with the opportunity to reinvent citizenship by challenging our own assumptions and expanding our perspectives. Mark Gerzon's talk offered a glimmer of hope for meaningful dialogue from the day after the election as we enter a new political season.



~Samantha Haas '16

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NEWSLETTER

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BRIDGING THE DIVIDE

Charlottesville and Beyond: Why Monuments and Memorialization Matter



In a room buzzing with muted conversations, student workers rushed to set up overflow seating as nearly one hundred people—DU students, Denver professionals, a high school group, local retirees, staff and faculty—made their way into Sie's Maglione Hall.

Dr. Frank Dukes, a distinguished fellow and former director of the Institute of Environmental Negotiation at the University of Virginia (UVA), had arrived to discuss monuments and memorialization. His Fall presentation focused on the Jackson and Lee statues in Charlottesville, Virginia, as well as UVA's recognition of the slaves that built much of the university. - a timely topic following the protests and violence from neo-Nazis and white supremacists around the statues earlier this year. Dukes studies and engages environmental and historical conflicts in disputed social contexts. Quintessentially professorial, he meandered amongst the audiences, motioning through a list of his experience: facilitating collaborative change, holding rallies, moderating town halls, and arranging vigils. His expertise is in the process of conflict resolution which has brought him into projects like the Charlottesville Commission. The aim of the Charlottesville Commission was to reshape the local narrative and to tell a more complete racial history of Virginia. Its purpose was to change the way the commu-

nity thinks and acts about race. "White supremacy is deeply ingrained in our culture," Dukes told the audience, explaining how our system of inequities and disparities advantages whites over others. This system of privilege has influenced the American narrative of how we see ourselves within our understanding of the world. The violence and resurgence of white supremacy, as highlighted in the August 2017 Charlottesville riots, is largely ignited by recent challenges to this "American narrative"—such as the Commission's prior decision to transform and relocate various Civil War statues. Universities share in this system and narrative. Much of the early American university systems were founded on and funded by slavery. This is notably true at the University of Virginia (UVA). "Yet," Dukes said, "a perverse narrative of laziness" remains a persistent implicit bias against African Americans today. This furthers the narrative-based, historical, and discriminatory barriers faced by African Americans in our society. Dukes expanded upon some of his investigations: 52% of physical jobs at UVA are performed by African Americans, yet only 4% of faculty identify as black. This under-told narrative has prompted UVA to revisit its histories

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DU DIALOGUES: MORE THAN “JUST” TALK...

This Fall Quarter, the Conflict Resolution Institute partnered with University of Denver's Office of Inclusion & Equity Education (IEE) to host the Sustained Dialogue Campus Network (SDCN) for Dialogue Facilitation Training. During the three-day, 16-hour long training held from September 29-October 1, Rhonda Fitzgerald, the Managing Director of SDCN, led the training of approximately 30 participants including students, faculty, and community members on the Sustained Dialogue (SD) approach and how to facilitate the dialogues. This training builds on a similar training in January 2017 (refer to Fall 2017, Vol. 11, No. 1), and the DU Dialogues Initiative hopes to expand the capacity for tough and meaningful conversations on campus.



Sustained Dialogue -- The Sustained Dialogue Institute (SDI) is headquartered in DC, but shares its approach to transforming conflicts in campuses, communities, and workplaces. The primary founder of SD, Dr. Harold “Hal” Saunders, was a US diplomat involved in peace processes around the world. Based on his negotiating experiences, Saunders wrote the SD five-stage process that participants now learn about in the Dialogue Facilitation Training. In 1999, Saunders collaborated with students at Princeton University to institute SD to address tensions on campus; this was the genesis that led to the facilitator training experience on DU's campus. Sustained Dialogue, true to its name, focuses on sustained, regularly occurring dialogues- the dialogues are not designed to be held in a single, two-hour long meeting. Instead, building relationships is at the core of SD and the methodology for change focuses on five elements of relationship: identity, interests, power, perceptions, and patterns of interactions. The SD process is encapsulated by the five-stages: deciding who to

engage in the dialogues, sharing experiences and building trust, identifying specific systems and dynamics of the community challenges, outlining steps to change relationships, and then embarking in individual and collective action. This is more succinctly expressed through the stages labeled as: Who? What? Why? How? Now! In practice on college campuses, groups ranging from 12-15 individuals meet weekly for around 1.5 hours to engage in sustained dialogue. While individuals might sign up to discuss a certain topic (i.e. Free Speech and Hate Speech), the dialogue is fluid and at the end of each session, the group decides the direction for the next meeting. The five stages and focus on relationships are pillars in SD, but the training at DU included much more to prepare potential facilitators for applying the SD approach themselves.

DU Training -- Participants had the option of attending the first eight hours of training (the Inclusive Leader Training), or completing the entire 16 hour Dialogue Facilitator Training. The participants came from diverse student groups, including graduate students, undergraduates, and faculty and staff from various schools. As a result of the training, participants were provided with the skills and knowledge necessary to lead Sustained Dialogues with peers from the DU community. Fitzgerald covered topics such as “The 4 C's: Questions to Intervene in Tense Conversations,” and participants practiced clarifying, changing the conversation to experiences, creating space for others, and challenging the statement with a credible counterpoint with partners. Fitzgerald demonstrated and facilitated activities to build skills around asking strong questions, relating experience to build relationships, and applying the big eight dimensions of social identity. The second half of the training focused more heavily on the role of the facilitator, and how to be a successful facilitator in the SD process. Participants read the issue sheets available through SDI and chose a topic they would be uncomfortable facilitating. The final activity of the weekend consisted of future facilitators practicing an abbreviated version of a Sustained Dialogue. Pairs of facilitators practiced facilitating 30-minute dialogues.

Next Steps at DU -- Participants who completed the full 16-hour weekend training in September are eligible to facilitate dialogues on DU's campus. IEE recruits students and other members at DU to sign up for a SD group. In addition, another retreat hosted from October 20th to the 22nd trained participants (only individuals who completed the Dialogue Facilitation Training) to facilitate the student retreat held over MLK weekend. The January retreat served as a launching point for the continued dialogue groups that met throughout Winter and Spring Terms. Participants were enthusiastic throughout the weekend and overall excited about the prospect of engaging with SD throughout the upcoming year. Fall dialogues are being advertised soon and will hopefully provide the platform needed at DU to create relationships and address hostilities.

~Leanna Jasek-Rysdahl, MA 2018

SPOTLIGHT: DR. GWEN VOGEL MITCHELL

Dr. Gwen Mitchell is an Assistant Professor and Field Placement Director for the International Disaster Psychology M.A. program at the University of Denver. In addition to being a licensed clinical psychologist, she teaches a number of courses at DU including International Disaster Psychology, Crisis Intervention and Psychotherapeutic Models of Intervention. Dr. Mitchell also provides clinical supervision and programmatic support for SalusWorld—an International NGO with the mission to “stand, collaborate, and coordinate with victims of trauma, humanitarian workers, and other activists to facilitate a return to a healthy emotional life.”



Dr. Mitchell’s extensive experience and expertise in global mental health and trauma was almost coincidental. Dr. Mitchell was participating in a forensic internship in New York City when she met a physician who had just deployed with Doctors Without Borders. A few months later, she joined the organization and deployed to a number of post-conflict zones. Her interest in global mental health increased through her experience working with individuals in post-conflict areas. Dr. Mitchell notes that it has been an exciting time in the discipline as she has been able to see a fairly young field mature. While the field has been growing and improving, Dr. Mitchell has been able to reflect on lessons learned.

In a major initiative that grew along with the discipline, Dr. Mitchell became involved with SalusWorld, which she states requires a pinch of passion to deal with all the challenges. Aligning with her opinion on what is most frustrating in the field, Dr. Mitchell expressed that funding was always a challenge. There is often an ill-informed audience who sees mental health as a luxury and believe mental health should be sidelined for clean drinking water. Dr. Mitchell aptly asks why these two must be mutually exclusive. In this particular scenario, individuals will have a difficult time accessing water from a well if they are depressed and lack access to mental health services that could improve their overall functioning. This example also stresses how interconnected mental health is with other disciplines. In microfinance projects, if an individual is suicidal, he or she cannot pay loans—therefore the development sector really needs to incorporate mental health initiatives into their own work.

Dr. Mitchell identified that there are intersections between conflict resolution and clinical psychology, but the ties could be strengthened. For example, conflict resolution practitioners would benefit from thinking about how PTS might interact with restorative justice programs, or question—how does someone heal with unrecognized abuse? Students at Korbelt often think on the macro level and when these students take Dr. Mitchell’s courses, she states that students are often fascinated to learn how mental health interventions can help heal systems.

For students studying conflict resolution, Dr. Mitchell states that an academic lens only helps to enhance concepts of best practices. In the field, it is often easy to rush into solutions and actions, but an academic perspective can remind organizations to reflect on practice, collaborate, and keep sustainability in mind, thus leading to more effective actions and interventions. Additionally, Dr. Mitchell advises that when working in the conflict resolution field, it is imperative not to shelve mental health with the mindset that it can simply be paused or “dealt with later.” Trauma and its impacts can stymie conflict resolution initiatives and should be addressed in coordination with, instead of sacrificed for, conflict resolution effort.

When asked about how she manages the immense pressures and disheartening stories that accompany her work in global mental health, Dr. Mitchell stated that mindfulness is key, and instead of having a “head in the sand” approach to trauma, she would rather be aware of the issues and work towards recovery. She laughingly replied that on her tombstone, the words “She tried” would be a welcome epithet.

~ Leanna Jasek-Rysdahl, MA 2018

CONTINUED FROM PAGE 1 “BRIDGING THE DIVIDE”

and to create a highly visible memorial to the approximate 5,000 slaves who built the university.

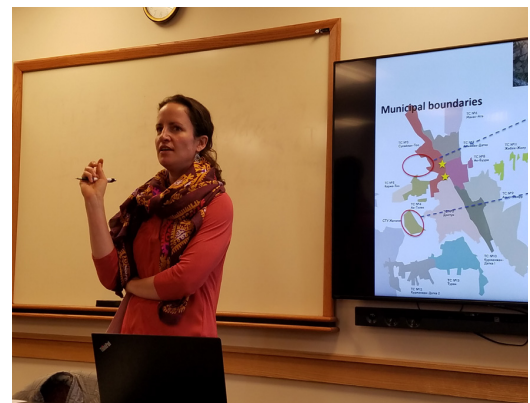
Dukes organized the process to determine what kind of memorial UVA should create. He and his team used surveys, community ambassadors, forums, group consultations, and historians to better understand the needs and wants of the greater UVA and Charlottesville communities. In the end, “the consensus-building process” included staff, faculty, students, Charlottesville community members, and alumni. The committee designed a monument “like a giant pair of broken shackles” from the community input. Since then, the monument received full endorsement by the Board of Visitors for construction. Following his explanation of the monument and the process of its conception, Dukes took questions from the audience on subjects of memorialization, language usage, the process of community engagement, addressing apathy, and what transforming monuments could look like.

A YouTube video of this event is available at <https://www.du.edu/conflictresolution/news-events/index.html>

~Emily Zmak, MA 2018

ETHNICITY AND URBANICITY: RECONSIDERING THE LENSES THROUGH WHICH TO VIEW CONFLICT

“Local context matters,” Caitlin Ryan said to a room full of students and community members on a sunny afternoon in February. The screen behind her displayed the words “ethnicity and urbanicity.” Ryan—a Central Asian expert, a human geographer, and a PhD candidate at CU Boulder—specializes in post-conflict urban development, particularly in how different inequalities fuel disputes between various groups. Ryan’s lecture encouraged students to reconsider the lenses that are used to study so-called “ethnic” conflicts. As she would explain through her fieldwork, ethnicity can be a superficial factor. Blaming ethnic divides is easy. However, as the case of Osh underscores, the perceptions and realities of ethnicity are recent phenomena, which have been imposed in contexts that formerly identified through different categories. Osh sits in the southern province of Kyrgyzstan, near the Uzbekistan and Tajikistan borders. The Kyrgyz people were traditionally nomadic, whereas the Uzbeks were settled under the rule of khanates. That being said, both groups share a similar language, religious practices, and cultural perspectives, and have often intermarried throughout the past few centuries. When the Soviet Union incorporated the region into Soviet Republics, the Kyrgyz people were identified as distinct from the Uzbek people through government paperwork. Soviet censuses post-revolution whittled down identification options until “clan” was eliminated, and citizen identity aligned with the “ethnic” namesakes of the Republics. The Uzbeks of Uzbekistan and the Kyrgyz of Kyrgyzstan were thus created. The process overlooked the significance of language and clan in favor of imposing a nationality on the people.



Furthermore, urbanization of Osh began as a product of Soviet industrialization. Labor was divided by group: the nomadic Kyrgyz were restricted to animal husbandry, the settled Uzbeks were assigned to agriculture and some industry work, and the majority of skilled industry labor was given to Soviet migrants from Russia or Eastern Europe. Urban housing and land were distributed likewise. When the Soviet Union collapsed, it was the settled Uzbeks who inherited the neighborhoods of Osh, and the rural Kyrgyz who settled in the abandoned industrialized apartments of former Soviet workers.

Ryan’s argument is that the subsequent protests, riots, and civil unrest are linked to ethnicity not by intergroup violence, but by horizontal inequalities stemming from Soviet impositions. Blaming ethnic divides is easy—what is not easy is considering the historical grievances between groups, rooted in imperialism, that bubble up through the cracks of an unequal society. Ryan has spent several years in the post-Soviet Eurasia space. Her dissertation is a study of urban transformation in Osh, Kyrgyzstan. She has worked in Kyrgyzstan since 2013, when she ran a series of oral history interviews with the Chechen community in Tokmok, an experience that led her and her colleagues into an unusual encounter with the Chechen-led mafia of Kyrgyzstan and resulted in an unplanned publication on the relationship between various justice systems in the country. Caitlin received a Fulbright fellowship to conduct her dissertation work in Osh in 2015-16. Prior to joining the Geography department, Caitlin spent 6 years in the South Caucasus, working with the Eurasia Foundation and Transparency International.

~ Emily Zmak, MA 2018

FACILITATING OUR TRIBAL INVOLVEMENT

On September 21st, the Conflict Resolution Institute hosted Chris Howell for a talk on “National Commemoration Events and Tribal Involvement: The Lewis and Clark Bicentennial.” Mr. Howell is Director of Tribal Relations at BNSF Railway, where he helps strengthen BNSF relationships with Native American tribes. He is also a trained mediator. Mr. Howell served as the official representative of the Pawnee Nation to the Circle of Tribal Advisors of the National Council of the Lewis and Clark Bicentennial from 2003 to 2007. He described the process of involving tribal communities during the planning and implementation for the Lewis and Clark Bicentennial Commemorations. The National Park Service hosted “Listening Sessions” to solicit tribal concerns and opinions. The tribal elders addressed their viewpoints on western discovery, such as that America was not a land that anyone ‘discovered.’ While Americans glorify the Lewis and Clark expedition, most Americans are less aware of the atrocities that took place during Western expansion: loss of land, genocide, loss of culture, and extreme levels of oppression that some Native Americans still feel today. Discussions included distinguishing commemoration versus celebration; many tribes decided they were not going to celebrate but rather commemorate. Thus, the Circle of Tribal Advisors was created. The Circle of Tribal Advisors went to meet directly with tribal communities and held large town hall meetings along the Lewis and Clark trail. Everyone wanted their voices to be heard. The participants included federally-recognized tribes, state-recognized tribes, non-recognized tribes, and other community members. A common theme emerged that tribal historical perspectives and American historical perspectives clashed, and yet the dominant narrative of the American historical perspective was what was taught in schools. Many non-tribal participants felt uncomfortable with the tribal perspective, yet were content with school teachings.



Conflict manifested at all levels of participation: federal, tribal, state, local, and community. State and local communities were not prepared to consult with tribes. One factor remained constant: everyone wanted to share their story, creating areas of conversation. Many communities wanted to claim Sacagawea, the Lemhi Shoshone woman who aided Lewis and Clark, as a hero -- as opposed to exalting Lewis and Clark. Communities needed help connecting with the tribal nations whose ancestral homelands they now occupy. Correcting misconceptions recorded by Lewis and Clark was an enormous challenge – Mr. Howell argued how misconceptions are alive and well today, but go unrecognized. For instance, museums have possession of artifacts they should not own. The need for an open, safe space for tribal leaders’ participation became even more pressing. The Open Space process used by the Circle of Tribal Advisors was a useful way of facilitating uncensored communication in large public meetings. It exists on the basis of the “law of two feet:” “Take responsibility for what you care about by using your own two feet to move to whatever place you can best contribute or learn.” This notion brought forth inherent creativity and leadership in people. The process is supported by four principles: (1) Whoever comes are the right people; (2) Whatever happens is the only thing that could have happened; (3) When it starts it is the right time; (4) When it is over, it is over. These four principles fit the tribal groups very well. After the facilitator explained the theme and process, participants created their discussion topics and participated in decisions according to the law of two feet and the principles. The facilitators were tribal people; this is very rare and is what made the process a success. This offered tribal people a voice on many platforms: national, state, local.

These Open Space processes were successful, in part, because there were no preconceived notions of what the outcomes should be. There were over 400 attendees at Open Space meetings, providing ample time for voices to be heard. The series of collaborative discussions ended with the creation of a handbook for greater understanding and for distribution to communities hosting commemorations. The handbook was used by many states on The Lewis and Clark Trail. The history in this handbook is taken directly from the opinions and perspectives of tribes, without censorship. This stands as the first step towards healing and managing dialogue on a national scale. A website archive and the handbook, Enough Good People: Reflections on Tribal Involvement and Intercultural Collaboration 2003-2006 can be found at <https://cms.lc-triballegacy.org/Welcome>

~ Emily Zmak, MA 2018

FELLOWSHIP REPORT: Mayshaim Tahir with the City and County of Denver



Mayshaim Tahir worked with Anthony Graves, the Director of Regional Affairs for the City and County of Denver, in Summer 2017. Her objective was to gain hands-on experience with local politics. In shadowing Anthony, every morning she would digest the news for him and he would text her their itinerary for the day. He would often send her on his behalf to meetings and she would report back with a summary of key points. They would meet with various people and entities such as mayors in the Denver area, the Colorado Municipal League, CDOT, RTD, and the Denver Regional Council of Government. Mayshaim's most memorable experience was working on important issues such as DACA and the Dreamer's Act. She attended press briefings and was able to immerse herself in different perspectives on issues. Mayshaim had a very meaningful lunch with the Mayor where she had a lengthy conversation

with him about the impact of the thousands of people moving to Denver, the complications of gentrification, and the pressure on him as Mayor and a person of color. She learned to effectively condense information into digestible summaries and enjoyed how hands-on the experience was. She utilized her conflict resolution skills of active listening, questions of inquiry and other communication techniques to help her excel in this position. Mayshaim still has Anthony Graves over for dinner and stays in contact with several other individuals that she worked with in this fellowship.

~ Kristen Noble

INTERNSHIP REPORT: Rowan Mundhenk with Catholic Relief Services

In Summer 2017, I worked with the Catholic Relief Services in Liberia. They were expanding their peace-building programming and needed someone with experience and theoretical knowledge in the field. My initial project was to assist in writing a grant proposal to address a million dollar UN Peacebuilding Fund request for proposals (RFP). I had done extensive research on Liberia before arriving, so I worked first with a consultant and CRS' implementing partners on the conflict analysis that would provide the foundation for the rest of the proposal. I was tasked with generating activities that would be the main focus of the proposal. The activities and rationale behind them were accepted by the CRS technical team, and our proposal was one of two that CRS headquarters tendered to the UN. I then researched another RFP from the Department for International Development (DfID) but determined the work requested was outside the current capacity of CRS Liberia, so we did not proceed with that proposal. CRS began to roll out a USAID-funded social cohesion project. As the first peacebuilding project for the CRS team, it required a baseline survey to measure social cohesion. I have a background in social cohesion projects so I developed the baseline tools and questions in consultation with the team and the implementing partners. These tools were accepted by the USAID monitoring and evaluation team, so we progressed to the data collection stage, which involved a trip into the field. I went along on the trip in order to see more of the country and get a better feel for the issues that the project aimed to address. During my final two weeks with CRS, I participated in a social cohesion methodology training of trainers that had been developed by CRS's Africa Peace and Justice Working Group. The methodology utilizes appreciative inquiry techniques to work through the social cohesion methods of binding, bonding, and bridging. I was fortunate to be a part of this innovative and powerful training and I am now certified as a trainer in this methodology. I never expected to live and work in sub-Saharan Africa but after my experience in Liberia, I now feel strongly that I can serve the public good anywhere in the world.



~Rowan Mundhenk, MA 2017

THE PEACEMAKER:

In a quiet theater in Margery Reed Hall, students, alumni, faculty and community members took their seats to watch the documentary, “The Peacemaker.” The screening was co-sponsored by the Conflict Resolution Institute and the DU Dialogues/Inclusion and Equity Education office. The film delves into the life, work, and mind of Padraig O’Malley, who for decades has risked life, limb and finance to bring peace to some of the world’s most intractable conflicts. Beginning with his days uniting opposing sides during the Troubles in Northern Ireland, to his most recent work mending relationships in divided cities around the globe, the film juxtaposes the peace which one person can bring to thousands against the struggle of one man to find peace for himself.



Following the film, attendees were treated to a live Q&A with Padraig via Skype. “I always play the Irish card,” Padraig explains in the film’s earliest scenes. His Irish citizenship is important to his work because, as he explains, the Irish are seen as fairly neutral, and conflict and suffering are inseparable from the history of Ireland. A man captivated by the chaos of humanity, at first glance one might mistake Padraig for being detached. His face is calm, and yet his stoic exterior belays a visceral inner turmoil. In the film, one of Padraig’s friends ruminates on why one would freely choose the path which Padraig has dedicated himself to, positing that perhaps one does it out of a sense of obligation, recompense for a deal struck with a higher power. Padraig’s own voice is heard as he sits amidst a circle of participants. Prefacing with his aversion to speaking about himself at length, he introduces himself as an alcoholic; it has been 13 years since he has taken a drink. Addiction remains, albeit transmuted into an addiction to the work of peacebuilding. During his collegiate studies he confesses his entire existence was confined to the distance between his apartment and a bar across the street, an establishment which he now owns. He used the communal nature of the pub as a launching point for peace agreements, specifically

Making Peace

in inviting members of opposing Northern Irish political factions to join him in Cambridge for a week of discussion, deliberation, and drink. From this began a lifetime dedicated to the cultivation of peace which has taken him to Northern Ireland, South Africa, Kosovo, and Iraq. Padraig’s experience combating addiction lends itself to his hypothesis on peace development. His project, The Forum for Cities in Transition, brings opposing citizens from some of the globe’s most protracted conflicts together to learn from each other. The guiding principle of the Forum is that “one divided society is in the best position to help another.”

The violence and danger of conflicts generates an addiction in itself. The intensity of a conflict is what fuels this addiction and, without it, parties may struggle to transition into a life that seems otherwise mundane. It is difficult for Padraig to maintain relationships

that are not formed through work. When Padraig says that he loves no one, the audience believes him, not because he appears cold or distant, but because it is difficult to imagine an individual more introspective, and willing to dive into the dark misery of this world, than Padraig. The gravity of his work is juxtaposed against his own ticking clock, as Padraig is faced with challenges presented by his own health and age, and he rushes to make as much progress on his work as possible. The man who seeks not to talk about himself recognizes that his mistakes are ones that all of society can learn from, and so he shares his experience with others.

During the Skype conversation, guests asked Padraig about advice he might give to future peacemakers, projects that he was undertaking, and the role of government in forging peace. Padraig called his entrance into the field of peacemaking “unorthodox” and emphasized the importance of interpersonal relationships in addressing conflict. He described what he saw as an inability for large governmental powers to effectively resolve conflict because they are unable to do so without bringing in their own interests. As he signed off one thing was clear, Padraig O’Malley, the peacemaker, is not finished with his mission.

~ Colin Johnson, MA 2018

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NEWSLETTER

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RESTORATIVE JUSTICE: SPECIAL ISSUE

Inroads in Restorative Justice

This issue will focus on developments and implementation of restorative work in Colorado and around the United States. A special emphasis will be on efforts by current Conflict Resolution Institute affiliated faculty, students, alumni, and staff.

Colorado has taken a leading role within the United States in supporting restorative justice practices. The practice of restorative work has its historic roots within indigenous cultures around the world. However, over the last 40 years Restorative Justice (RJ) has re-emerged as a method to combat punitive systems that disproportionately impact people of color. The hope is that Restorative Justice will not only help alleviate these disparities but also provide an alternative to discipline that instead focuses on relationship building, community reintegration, and preventing future conflict.

Colorado took a step towards this goal when Colorado House bill 13-1254 was signed into law in May 2013. It created a \$10 surcharge for all crimes to fund a restorative justice program. The fund was originally established to defray costs of restorative programming and Colorado's Restorative Justice Coordinating Council. However, it has expanded alongside the spread of restorative programming within the state, which has now been implemented in all sixty-four counties of Colorado. In August 2018, restorative programming within the state received another influx of support in the form of \$100,000 for the Denver District Attorney's Office and State Public Defender's Office to further grow their Restorative Justice work.

Colorado has also seen an increase in federal, state and private grant funding towards work in schools, community restorative mediation, and judicial diversion. At the onset, this work was primarily in the District Attorneys' offices and in the judicial arenas. Over the past few years, a dramatic increase in restorative work has been implemented in schools, in the form of Restorative Practices. In the Denver Metro Area, all major school districts have at least one school that is incorporating restorative methodologies into their school policies and everyday practices. This

IN THIS ISSUE

- Inroads in Restorative Justice
- Significance and Symbolism of the Talking Stick
- Faculty Spotlight: Yolanda Anyon
- Understanding the RJ Process
- Learning Restorative Justice in the Classroom
- Staff Spotlight: Kristen Noble
- Internship Report: Kelsey Davis - Restorative Justice on Campus
- Internship Report: Colin Johnson - Restorative Justice in Denver Public Schools
- Alumni Report: Elise Krumholz - Teen Court Coordinator

INROADS IN RESTORATIVE JUSTICE (CONT'D)

work is driven by non-profits, consultants and academics that are coaching and training schools on implementation.

Policy shifts are revealing restorative practices as the preferred method for resolving conflict in many schools in Denver Public Schools and even at the district level. In schools, these practices emphasize what, in the study of restorative practices, have been classified as the “5 R’s”: Relationship, Respect, Responsibility, Repair and Reintegration. In a school setting, these practices aim to address not only the managing of disciplinary actions but the development of a new school climate and cultural mindset. Restorative Practices aim to disrupt the “School-to-Prison-Pipeline” by addressing systematic racism within schools’ discipline structure and by raising awareness of implicit bias and the ways in which those unconscious biases impact the classroom environment and the learning experience for students of color. This shift from a punitive to a restorative mindset is used to prevent conflict and address harm through formal circles as an intervention and with the goals of reintegration while healing the community which was impacted by the harm. The articles throughout this newsletter will introduce you to the different processes and people practicing RJ throughout Colorado and the United States to give a better understanding on exactly what RJ is and how it’s practiced.

SIGNIFICANCE AND SYMBOLISM OF THE TALKING STICK

Blue	Intuition, Prayer, Wisdom
Black	Clarity, Focus, Success, and Victory
Red	Life, Faith, and Happiness
White	Sharing, Purity, Spirit, and Light
Yellow	Knowledge and Courage
Orange	Kinship, Intellect, and Determination
Green	Nature, Harmony, and Healing
Purple	Power, Mystery, and Magic

Talking sticks, or talking pieces, are often used to facilitate restorative conversations in order to ensure that participants are empowered and participating equally. The talking stick, originally referred to

as a speaker’s staff, is a tool of indigenous democracy used by many tribes, especially the indigenous peoples of the Northwest Coast in North America. The talking stick is passed around the group and allows for multiple people to speak in turn.

Traditionally, talking sticks were used at major events such as Pow-wows, tribal council meetings, and important ceremonies, but their use was also extended to storytelling circles and teaching children. Talking sticks allow people to present and express their sacred point of view. It has also been used by tribal leaders as a symbol of their authority and right to speak in public.

The particular adornment of the talking stick, including

colors, fur skins, feathers, and the animal it may represent, is very symbolic to the actual use and meaning of the talking stick. The reason behind this being that indigenous peoples have the belief that these adornments brought the attributes, characteristics and medicine of the creatures to the meeting.

It is believed that success of the event was brought by the talking stick and the depth of meaning it holds. These tables convey the greater sense of meaning of the colors and animals displayed on talking sticks.

~Mayshaim Tahir, MA 2018

Bear	Courage, Physical Strength, and Leadership
Beaver	Determination and Strong-Will
Buffalo	Strength, Abundance, and Gratitude
Deer	Gentleness, Grace, and Survival
Fox	Anticipation, Observation, and Stealth
Horse	Mobility, Stamina, Strength, and Power
Raccoon	Curiosity, Adaptability, and Resourcefulness
Porcupine	Innocence, Companionship, and Trust
Prairie Dog	Swiftness and Preparedness
Squirrel	Planning and Home Life
Wolf	Direction and Leadership

Shearer, Cindy. Understanding Northwest Coast Art: A Guide to Crests, Beings, and Symbols. Vancouver: Douglas & McIntyre, 2000.

FACULTY SPOTLIGHT: YOLANDA ANYON

Dr. Yolanda (Yoli) Anyon is an Associate Professor at the Graduate School of Social Work (GSSW) at the University of Denver and an affiliate of the Conflict Resolution Institute. A graduate of University of California, Berkeley, Dr. Anyon has focused much of her career on exploring racial and ethnic disparities in education. It was during a 5-year period working with schools in Oakland, California that Dr. Anyon gained further insight into how education systems perpetuate inequality. One element of this perpetuation that stood out was how conflicts in schools were often escalated by teachers and administrators, rather than diffused



In her research, Dr. Anyon focused on racial and ethnic disparities in students' referral to, and use of, school-based wellness centers. After looking closely at which student groups were receiving these health and social services in schools and drawing on literature about inequality in school discipline, she became interested in the field of restorative justice. Restorative justice in schools refers to a set of practices that involve students taking responsibility for actions that may have caused harm to others and then working to resolve the conflict and repair relationships. Cities like Oakland, Denver, and Washington D.C. have all made restorative justice a mandated element of their school disciplinary approaches.

These days Dr. Anyon is focused on how conflict resolution and schools intersect. She partners with Denver Public Schools as they continue to expand the use of restorative practices throughout the district. Dr. Anyon explained that the biggest challenge she faces is changing people's mindsets and addressing beliefs about the pitfalls of traditional discipline and the potential for restorative practices.

The Conflict Resolution Institute invited Dr. Anyon to give a presentation in spring about the "School to Prison Pipeline" and how restorative justice might provide a means for interrupting it. The "Pipeline" refers to the disproportionate number of children from marginalized and disadvantaged backgrounds who are filtered into incarceration due to increasingly harsh school discipline policies. Research has indicated that students of color, students with disabilities, low income students, and LGBTQ+ students are at the greatest risk of being swept into this cycle.

Dr. Anyon illustrated in her presentation that, in particular, students of color are 3.8 times more likely to be suspended in-school, 3.2 times more likely to be suspended out-of-school, 2.8 times more likely to be expelled, and 2.9 times more likely to be referred to law enforcement. Dr. Anyon explained that the real problem is inequity, as these children are likely to be disciplined more harshly than their more advantaged peers despite engaging in the same behavior. School systems around the country are recognizing these inequities and working to develop strategies to address them.

She encourages students interested in conflict resolution to think of schools as a potential place to focus their work. "Facilitating conflict resolution with young people in schools can have a really profound impact on their life outcomes" says Dr. Anyon. She believes that more conversation needs to happen around the work being done with young people in educational settings, and invited students interested in conflict resolution to get involved with research projects at GSSW which focus on these issues.

~Colin Johnson, MA 18



UNDERSTANDING THE RJ PROCESS

Restorative Justice is practiced in different ways in different areas of our community. The following is a brief outline that differentiates the processes in schools, judicial settings, and our community.

In schools:

Following the Restorative Practice Continuum from the International Institute for Restorative Practices, the preventative side of RP, sometimes called informal practices, include affective statements, affective questions, and proactive relationship building circles. The intervening approaches include impromptu conferences and formal circles to address and repair harm.

In the judicial system:

Restorative Justice focuses on the harm in criminal justice. Circles, or conferences, are requested by the victim or perpetrator or encouraged usually by child advocates or caseworkers. Once all parties agree to this voluntary process, the parties go through pre-conferencing with the facilitator to ensure that no further harm will be incurred during this process. The parties then engage in a formal circle. They start by sharing stories and addressing miscommunications that hopefully aid in healing and then transition into agreement writing and finding solutions that repair harm and rebuild relationships as much as possible. Often times, formal circles are preceded by follow-ups on the agreement and evaluations. Sometimes community reintegration circles take place in order to aid in the repair of communal harm and the reintegration of the perpetrator back into the community.

In the community:

Processes can mirror similar methodologies as in the judicial system or in schools, or processes can be informal and out of order as community members or facilitators deem most beneficial for a group. Many processes are blended to be culturally appropriate and accepting of logistical barriers. All of these variations revolve around the following basic principles: focusing on harms and needs, addressing responsibilities, being inclusive and collaborative, involving stakeholders and above all else, being respectful of all parties.

LEARNING RESTORATIVE JUSTICE IN THE CLASSROOM

For the first five weeks of the Spring Quarter, a group of students met in the Sie Complex for a Restorative Justice class. This course aimed to introduce students to ways in which restorative justice can be used to support healing, encourage accountability, and contribute to a culture of respect.

In each class the students would move their seats into a circle in the center of the room. This was meant to mimic the circle processes that are integral to a number of restorative approaches. Restorative justice has their roots in Indigenous cultures from around the globe. Because of the origins of these practices, a constant topic of discussion in class was how to utilize restorative approaches in the most culturally responsible way without contributing to further appropriation of indigenous culture.

A major focus of the course was the use of Truth and Reconciliation Commissions (TRC) as means of addressing harm and repairing relationships in the wake of devastating conflicts. The goal of a TRC is to create a mechanism for survivors of conflicts to hold those responsible for committing atrocities accountable.

As a final project, each student chose a different Truth and Reconciliation Commission and gave a detailed presentation on it. Following this presentation, the students would then choose a conflict, potentially a specific conflict within the one which preceded the TRC they had examined, and hypothesized about how restorative approaches could have been, or could still, be applied to them.

~Leanna Jasek-Rysdahl, MA 18

STAFF SPOTLIGHT: KRISTEN NOBLE

As a student worker in the CRI office, I have gotten to know Kristen Noble quite well. Kristen started working as the Program Manager of the Conflict Resolution Institute in December 2017. Kristen attended DU as an undergrad and continued her studies at American University in Washington D.C., earning her MA in International Peace and Conflict Resolution. Outside of DU, Kristen specializes in restorative justice, community



dialogue, and international conflict resolution. Kristen facilitates restorative practice trainings for teachers and schools around the Denver Metro area. She also coaches schools through the implementation process of restorative practices in the classroom, procedurally and systemically. Kristen works with several non-profits and her own consulting business to implement best practices in restorative programming. She speaks at local and national conferences about the importance of authenticity and engagement in the implementation process.

Kristen works with current Conflict Resolution Students to connect them to restorative practices and other conflict resolution opportunities in the Denver area. Kristen co-leads Conflict Resolution Month in Colorado, a group of advocates and practitioners that supports current and new problem solving strategies in our communities. She supervises interns to engage them in local conflict resolution work.

I asked Kristen, if she could impart one piece of conflict resolution wisdom to all readers, what would it be? She replied, "Never make assumptions. Never think you are the smartest person in the room. Never assume that you know where someone is coming from. Ask questions." ~Leanna Jasek-Rysdahl, MA 18

The Conflict Resolution Institute will be co-sponsoring

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June 14-16, 2019

Sheraton Hotel, Downtown Denver, Colorado

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INTERNSHIP REPORT: KELSEY DAVIS - RESTORATIVE JUSTICE ON CAMPUS

Kelsey Davis is completing her last year in the MA Conflict Resolution program at DU but already has a plethora of experiences in the field, such as her internship with the University of Denver's Student Rights and Responsibilities Office as the Restorative Justice (RJ) Intern last year. In her role, she helped coordinate and facilitate RJ circles as an alternative way of handling student conduct issues.

She pre-conferenced students and co-facilitated circles with staff, wrote rationales and outcomes letters, and conducted follow-up on cases to ensure the students completed their outcomes determined in the circles. Kelsey stated that the most interesting thing she learned in her position "is that truth-telling is an important part to conflict resolution. It's also unique to be in a community-based conflict resolution process because everyone has unique perspectives. I like hearing all the voices in the room and seeing students visibly ready to move on from their mistake."

In addition, the process offered a means through which students who have committed offenses can reconcile with those they have harmed, and thus reintegrate into the community by addressing those harms. Kelsey learned a lot, and while she was waiting for conferences, she had time to research other programs. When she was able to lead RJ circles, Kelsey was surprised by how much people were willing to share in a circle format. While it is sometimes

hard to witness, she states that anything can happen and this makes RJ unique.

For students interested in this internship for next year, Kelsey stated, "Make sure that you talk about your passion about inclusive excellence and making sure processes work for students in different areas! It's okay if you don't have formal experience, but mention that you're excited about learning more."

The internship accompanies coursework and Kelsey stated that she applies active listening, mediation practices, and some evaluative efforts that she learned about in class. The internship had a role to play in preparing for Kelsey's future. Her ultimate goal is to implement restorative justice practices into her alma mater- Brigham Young University. Before then, Kelsey plans on pursuing her PhD at their program in Clinical Psychology.

~Leanna Jasek-Rysdahl, MA 2018



INTERNSHIP REPORT: COLIN JOHNSON - RJ IN DENVER PUBLIC SCHOOLS



Last winter 2018 I was fortunate enough to partake in an internship with Denver Public Schools (DPS), working with their office of Social Emotional Education. The DPS system has a stated initiative of introducing restorative programs in all of their schools and making it the district wide approach to disciplining students. The early data is promising and leading more school principals to adopt these practices and hire full-time restorative coordinators in their schools.

My background is in education and so I was happy to learn of a way in which I could take my existing experience and couple it with the knowledge and skills I was gaining in the Conflict Resolution program. At DPS I worked with Tim Turley who is part of the pioneering force behind the introduction of restorative practices (RP) into DPS. Tim is a familiar face in just about every public school in Denver, and is called regularly to oversee the facilitation of restorative circles and mediations in schools that do not have their own facilitators.

The bulk of my internship involved shadowing Tim as he made his rounds to various schools, facilitating trainings for school professionals, or hosting meetings for the restorative coordinators in the district. We were once called to a school to help facilitate a restorative circle for a group of young men who had been in a fight. Initially it took the boys a while to open up, but eventually they shared their thoughts. The young men were able to hear the harm that their actions had inflicted on the school community and on their mothers, and even apologized.

I also gained insight into the logistical and administrative support required to implement RP, working alongside Donna Cash and Allison Meier of DPS. I had the chance to sit in on meetings with leaders and learn about DPS's goals for expansion of RP within the district. I saw how essential it was to have community buy-in, especially from school staff and parents. One challenge with implementation is how to evaluate success. Through this internship I gained a lot of knowledge about the field of RP, the responsibilities of practitioners, and the challenges one can expect to encounter when entering this field.

~Colin Johnson, MA 18

ALUMNI REPORT: ELISE KRUMHOLZ - TEEN COURT COORDINATOR

Elise Krumholz, a 2016 graduate of the Conflict Resolution MA program, was the founding coordinator of the Teen Court Coordinator for the Teen Court program in Lone Tree, Colorado. Teen Court is a peer-driven diversion program for eligible youth respondents that receive an offense in the city. It employs restorative justice alternatives to the traditional criminal court system. Youth volunteers conduct a Peer Panel process based on the restorative principles of addressing harms committed and restoring the broken relationship with the community. Throughout the process, participants in Teen Court form their own community, and through these bonds, hold one another accountable for restitution of the "harm" inflicted.

Elise credits her education in the Conflict Resolution program for providing solid theoretical knowledge that is applicable to her daily work. A core concept that she sees applied repeatedly is procedural justice, or fairness in the justice process itself. Procedural justice is important when designing a program and its implementation. For a new program to be successful, all participants must feel like the process is fair and balanced. Another skill that Elise finds herself using frequently is mediation, which is often utilized with families that participate in the program.

One of Elise's greatest accomplishments is seeing the program's success through its first full year. The success is marked by individual and programmatic growth. The amazing volunteers and dedicated youth respondents are a sign of the program's potential. Within that success, Elise is constantly challenging herself to develop meaningful opportunities to restoratively repair harm. Through continu-

ous community outreach, Elise challenges herself to look for more creative and engaging ways for the youth to reflect, learn, and demonstrate ownership of their actions. Lone Tree's Teen Court has been able to partner with other programs and service providers to offer different venues for youth to take accountability for their actions and explore ways to repair harm. The youth volunteers also challenge themselves by creatively brainstorming new restorative options based on the individuals impacted and the respondent's strengths.

Elise plans to continue developing and engaging in different methods of conflict resolution, such as, facilitation, restorative justice, and dialogue. A particular area of interest of hers is to expand into public policy facilitation. Elise advises Conflict Resolution students to delve deep into theory or a particular practice of interest. The program is a great jump off to learn about aspects of the discipline that interest you. Opportunities are out there to further develop knowledge and challenge yourself to grow.



~Heather Kulik, MA 18

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NEWSLETTER

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CRI HOSTS NY STUDENT GROUP

In early March 2020, the Conflict Resolution Institute hosted a group of sixth-grade students from Rochester, New York. As part of a school project, students and teachers visited Colorado to learn more about and engage with conflict resolution and restorative practices in our school and through different centers. The visits that took place on DU's campus involved two days with the Institute, a visit to the Rick's School (PreK-8) which shares DU's campus, and a discussion with the Office of Campus Life and Inclusive Excellence. To begin the visit, CRI staff hosted two lecturettes that illustrated the meaning behind conflict resolution and restorative practices. First, Dr. Pearson d'Estrée introduced the concept of conflict resolution and the different styles exhibited in practice, building on the story of disputing over an orange technique to illustrate how all the practices work. After this, Kristen Noble, a practitioner of restorative practices, talked with the students about restorative practices in life and in schools. Throughout the lecturettes, the students and teachers engaged actively as participants and exchanged thought-provoking ideas, stories, and concepts.

As part of an experiential learning (EL) school, each student came prepared with questions and thoughtfulness to add to the discussions. The visits to the Rick's School and Office of Campus Life and Inclusive Excellence were intended to be examples for successful conflict resolution and restorative justice programs within the context of different school environments. At the Rick's School, students and faculty shared their ideas about restorative practices and how it has been integrated into their system to provide a better environment for all. The students from New York were able to learn from their counterparts here in Denver, which turned out to be a huge hit on all sides.

Participants from DU's Office of Campus Life and Inclusive Excellence were happy to share the office's mission to bring inclusivity and better practices to student conduct meetings and life on DU's campus.



Their discussion was centered around the integration of conflict resolution and restorative practices in student conduct hearings and general relations between students, faculty, and staff. Sharing and understanding these practices will help with further education about conflict resolution and how it can help in everyday lives.

The final activity between the Conflict Resolution Institute and visiting students was a panel discussion about conflict resolution in local area schools. Panelists discussed how conflict resolution and restorative practices are used in local programs. Two practitioners from the University of Colorado Boulder discussed their roles within the CU system and with students in terms of conflict resolution and restorative practices in matters of conduct. An administrator from a local high school also shared her experiences integrating restorative practices into the disciplinary system.

The whole week proved to be exciting, educational, and informative for all parties involved. The Conflict Resolution Institute faculty, staff, and students loved the experience and ability to share all we have learned with another school that hopes to implement conflict resolution and restorative practices into their own school.

By Emily Krizmanich, CRI Staff, MA '21



HONEY AL-SAYED

The Role of the Media & Arts in Resolving Conflict

The Korbel School of International Studies had the pleasure of welcoming Honey Al-Sayed as the Sié Center Practitioner-in-Residence as a part of their Sié Center's Inclusive Global Leadership Initiative (IGLI) during the Fall of 2019. Ms. Al-Sayed has extensive background in the arts, and her own experiences have shaped her hope for the future of arts and media as a form of peace as well as point of empathy. Ms. Al-Sayed is the founder of Media and Arts for Peace (MAP; www.mediaartspeace.com), a for profit consultancy organization that works to promote various artists, whose work is striving for more peaceful and equitable societies. MAP operates as both a talent consultancy firm and an academy. MAP Academy is an opportunity for people to receive training on how to use media and the arts as tools of communication to create change within societies.

The inclusion of the arts and media in conflict settings can create a gray scale for people to acknowledge and navigate their own and other's views. Arts and the media have the power to act as bridges of empathy where people can grow to appreciate artistic messages and use their understanding of those messages to form a peaceful existence with others. During a DU campus event, Ms. Al-Sayed shared the poem of Warsan Shire, a Somali refugee living in Kenya. Below is a small stanza of the larger piece that demonstrates the collision of arts, refugee identity, and a platform to build empathy

...no one leaves home unless
Home is the mouth of a shark.
You only run for the border
When you see the whole city
Running as well
your neighbors running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory
is holding a gun bigger than his body
you only leave home
when home won't let you stay...

The poem as a whole allows the reader to build an understanding of conflict through poetry, demonstrating the role of media and the arts in communicating the emotions and thoughts of individuals impacted by conflict. The arts and media can be powerful and complementary tools to peace because they allow people to build an understanding of diverse perspectives that can lead to more effective civil relations, negotiations, or peace settlements.

(Warsan Shire, "Home by Warsan Shire," Facing History and Ourselves, (Accessed March 23, 2020), <https://www.facinghistory.org/standing-up-hatred-intolerance/warsan-shire-home>.)

By Caitlin Sheridan, CRI Staff, MA '21

ALUMNI SPOTLIGHT:

Emily Zmak



Emily Zmak is a Korbelt alumna who graduated from the Conflict Resolution Program at University of Denver. After graduating in the summer of 2018, Emily has been working in conflict resolution ever since. Prior to her start at Korbelt, Emily spent time working internationally in conflict zones and found that her experience in the field really helped her to recognize conflict and hone and transition her skills so that they can be used in more practical and theoretical settings.

Emily has always wanted to work in conflict settings and was given the opportunity to work at a refugee camp on the Greek Island of Lesbos. This is where she decided to apply to the Conflict Resolution Program here at Korbelt. Emily hoped to use her knowledge and understanding of conflict resolution gained from a graduate degree to further enhance her own ability and skills to contribute meaningfully in the field. As someone once told her, anyone can have knowledge but the skills are what gets you a job.

From her time at Korbelt, the classes that stood out the most were the ones that combined practical knowledge with theoretical resources. Her favorite class, UN Peacebuilding Responses, left her feeling prepared for her professional career. Emily believes that the assignments of the course were all up-to-date and highly relevant, as compared to other classes heavily reliant on academic writing styles with less application to the real-world. Emily felt that this style of teaching and learning helped her develop critical skills necessary for performing work in conflict resolution.

Since graduating from Korbelt, Emily did her internship at Newmont Mining Corporation, where she was responsible for tracking community grievances and the response time in which they were responded to. She currently works for Collaborative Decision Resources Associates (CDR), where she facilitates mediation and communication within the sectors of land management and organizational development. Emily has been using the skills that she learned from the conflict resolution program to track conflict escalation and facilitate mediation between parties when necessary. Listening, identifying interests and conflict, finding solutions, and performing project management duties are all a part of Emily's day-to-day work at CDR.

When it comes to transitioning from academia to becoming a practitioner, Emily believes that the key to your future career is in the real world experience you gain along the way. Emily has always interned or worked while maintaining her coursework. Her biggest advice is to intern and work as proactively as possible to enhance and hone individual skill sets.

For graduating students, it is important to highlight the skills that have developed during time spent at Korbelt and to take every opportunity during the academic career to gain experience. Her last piece of advice for those graduating is to network. Emily's advice centers around the following: network as much as you can while you are a student, set up informational interviews with people who work in positions you are interested in, and let them know that you are interested in a similar path. As scary as it is to put yourself out there it can really help you navigate your potential future career!

By Danyah Al Jadaani, CRI Staff, MA '21

Interview with Karen Bensen on Dialogue

We asked Prof. Karen Bensen, Associate Professor and Coordinator of the Graduate School of Social Work Dual Degree Programs and dialogue coordinator, to talk about dialogue. Prof. Bensen has an extensive background in social justice due to her many years of professional experience as a social worker, school-based counselor, and program director.

Prof. Bensen describes dialogue as something that is inherent to who she is as a social worker: she spent 11 years working on the Auraria campus as the director of the LGBT student services office. A part of her job at Auraria was to connect the campus community with the queer community through dialogue. Here at University of Denver, Prof. Bensen organizes events and activities that bring students and faculty together outside of the classroom. Additionally, she started a series of events playing with different dialogue models, picking challenging topics and a subsequent dialogue model for each discussion.

Dialogue is different than a conversation or discussion. It is a way to communicate with each other where both parties are listening closely to one another with the goal to learn where the other person is coming from, to understand their experience, and to recognize how their lived experience shapes and informs their perspectives. The goal is to prioritize your interlocutor rather than prioritize your own thoughts and ideas.



Truly it is active listening rather than active talking. One of the examples of dialogue that Prof. Bensen gives describes her time working in the community with the Women's Collaborative of Colorado. Women of all different social and political divides came together after the last presidential election to see if they could have a facilitated dialogue over three different two-hour sessions. Within these sessions, women focused on how to come to a place of understanding around what could be done to increase equity among women and children in Denver. With a lot of time spent talking about values and what is important to people as individuals, the group realized that, despite their political differences, they shared common values and beliefs.

Prof. Bensen will be offering a course in the next spring quarter called Dialogue Across Differences using the sustained dialogue model that is used here on the University of Denver campus. This is a service learning class, revolving around sustained dialogue style where students are given the opportunity to practice their dialogue skills with other students.

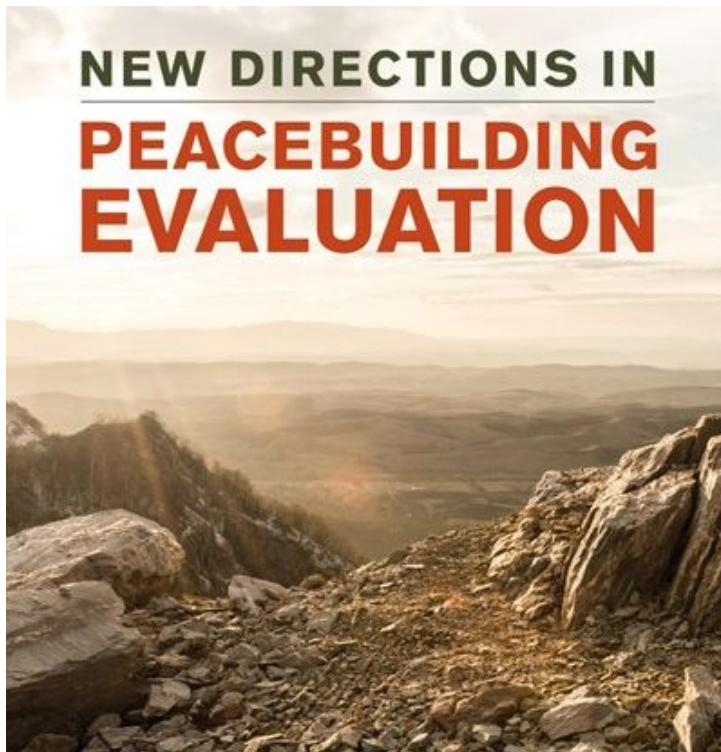
By Danyah Al Jadaani, CRI Staff, MA '21

Evaluating Peacebuilding

A book talk by Dr. Tamra Pearson d'Estrée

With her new book published in late 2019, Dr. Tamra Pearson d'Estrée hosted an event to discuss the different dichotomies of peacebuilding operations around the world. The book, *New Directions in Peacebuilding Evaluation*, is a compilation of theories, thoughts, and ideas regarding the different challenges faced by practitioners in the field of conflict resolution, especially those working abroad. Her talk highlighted key challenges, often contradictory in nature, and how they can be overcome with the right tools and mindsets. The idea and practice of evaluation is becoming more prominent and important in conflict resolution, peacebuilding, development, and security today. The practice of evaluation will continue to be a critical component of domestic and international relations now and into the future.

After her presentation ended, the audience was eager to join in on discussion questions and sharing ideas with each other. Students and audience members were intrigued by the applicability of Dr. Pearson d'Estrée's book in other fields in addition to conflict resolution. By applying tools discussed within the book to development, security, and other fields, Dr. Pearson d'Estrée highlighted the importance of identifying local context and capacities by engaging local communities. Audience members contributed to this discussion, sharing their own experiences within the spheres of development and conflict resolution, many of whom had studied or worked abroad and with non-governmental organizations.



Even after the conclusion of the talk and discussion, people remained at the event to discuss their thoughts, perspectives, and exchange stories related to Dr. Pearson d'Estrée's book. With most students focused on pursuing opportunities such as summer internships and future careers, more than one of the audience members commented on the relevance of peacebuilding operations within the current international climate. A first year Conflict Resolution M.A. student, Caitlin Sheridan, noted that "I found this event to be interesting and an important topic for the fields of conflict resolution and evaluation."

The event was a success, and the high levels of participation encouraged people think critically about the field in general. A few audience members noted that the editor and contributor of *New Directions in Peacebuilding Evaluation*: Dr. Tamra Pearson d'Estrée is a Henry R. Luce Professor of Conflict Resolution and the co-director of the Conflict Resolution Institute at the University of Denver. Her work focuses on intergroup relations, conflict dynamics, and group identity. The book was published in November of 2019 and available on Amazon.

By Emily Krizmanich, CRI Staff, MA '21

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